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ABSTRACT

This volume is the second of a two-volume curriculum manual (see also ED 147 486) for teachers which contains materials designed for use in implementing the World of Related Knowledge and Educational Development (WORK-ED) program. (This program is a career education course for ninth graders developed to enable students who have not chosen the traditional college-prep high school course to make career choices based on occupational information and ability to select goals. It is a guidance-based program incorporating basic skills, human values, and career awareness.) Divided into seven chapters, this manual presents units of study in basic communication skills and various career clusters. The units are designed to be implemented in a daily two-period course and include objectives, activities, time lines, resources, duplication materials, and evaluation procedures. The seven chapters cover (1) listening skills, (2) reading skills, (3) consumer education, (4) introduction to drafting, (5) graphic technology, (6) math careers, and (7) careers in music. An administrator's manual (ED 147 485), teacher training manual (CE 018 798), and a project report (ED 150 452) are also available. (BM)

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ED162094

Hackettstown High School
Warren Street
Hackettstown, NJ 07840

WORK-ED

(WORLD OF RELATED KNOWLEDGE AND EDUCATIONAL DEVELOPMENT)

A Curriculum Manual for Teachers - Volume II

Developed and Prepared by
(Project WORK-ED Staff)

Virginia A. Fraleigh
Director

January 1978

CE 018 169

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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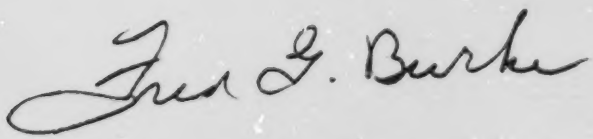
COMMISSIONER'S ENDORSEMENT

By providing ninth grade students with basic skills in communication and with exposure to many career clusters, Project WORK-ED has made a significant contribution to the education of high school students as they make critical choices for their future careers. On behalf of the Department of Education, State of New Jersey, I therefore commend it to educators, parents and students throughout the nation.



Fred G. Burke
Commissioner of Education
State of New Jersey

WORK-ED was developed through the cooperative efforts of the Project staff, and the staff of the Office of Program Development, Division of Research, Planning, and Evaluation, Field Services, the Department of Education, State of New Jersey. The curriculum materials were developed between 1974 and 1977 with funding from the Elementary and Secondary Education Act, Titie III.

In September 1975 the WORK-ED program was validated as successful, cost-effective, and exportable by the standards and guidelines of the United States Office of Education. As a result the program is now funded through ESEA Title III, as a demonstration site to provide dissemination materials and services to interested educators.

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DEDICATION

This manual is dedicated to Dr. Ken Hoyt, Director of Career Education of the U.S.O.E., who has had the scope to view the need for educational reform, the courage to respond to this call for change and the dedication to affect this change throughout the United States.

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INTRODUCTION

Career education is education for life, preparing students to live as fulfilled human beings in a very specialized society.

Project WORK-ED is a year long guidance based career-education course of study for 9th graders, designed to make non-college bound students aware of the many careers available; to enable them to evaluate their own interests and abilities with respect to future goals; and to qualify them to make appropriate choices among high school courses in preparation for their careers. The need for this program arose from society's demands for more specialized training for careers, thus necessitating earlier decision making and preparation by students.

WORK-ED is a daily two-period course comprising two major components: an area of basic skills in communications, and an area of information and experience in career clusters.

The Communications area emphasizes skill proficiency in communications necessary to survive and to succeed in the world of work.

The Careers area stresses exposure to career clusters taught by industrial arts and classroom teachers who attempt to make students aware of the varied careers available to them in each area. The more exposure the student experiences, the wider his career choices will be.

Manual II is a sequel to "WORK-ED, A Curriculum Manual for Teachers" published in June 1976, which describes the rationale, goals and objectives of the program in great detail as well as the original twelve (12) courses of study.

The writing for Manual II arose from a twofold need: the great demand for additional career education courses in the curriculum to cover additional career clusters and the increased and more diversified enrollment of students in the program.

WORK-ED was designed primarily for those students who had indicated that they would terminate their education at the end of twelfth grade or in some instances before high school graduation. The program's thrust is still towards this group but there is an increasing number of students who plan on post high school education but who also need information and guidance for their choice of a future career. Because of these factors expressed by districts throughout the United States, additional courses of study were developed in Hackettstown to satisfy these needs.

All the courses of study in this manual, as well as Manual I were written by classroom teachers after field testing the courses with 9th graders in Hackettstown, N.J. Additional materials produced by WORK-ED which will give educators a comprehensive knowledge of the program are: WORK-ED for Administrators, WORK-ED for Parents, WORK-ED Project Description, WORK-ED Technical Brief and WORK-ED Sound Filmstrip.

The format of this manual is the same as Manual I, objectives, activities, time lines and evaluation are all included in each course. The time line for most courses are shorter than those courses described in Manual I, since it is necessary to shorten all courses of study if the entire program would be implemented in a school district. Depending upon the needs assessment of the school district there will be many variations.

Because this manual is meant to be utilized as a basic blueprint for the classroom teacher, the addition or deletion by teachers of parts of courses due to time lines within the school district may be necessary. The level of ability of the student population within the program is another factor which may dictate additions or deletions of the courses described in both curriculum manuals. Any changes in the basic curriculum is contingent upon the needs assessment of the district or school. An adoption of the WORK-ED Program would indicate a close adherence to course descriptions as they are written in the manuals. If a district or school chooses to adopt the program in its entirety, workshops would be conducted for all personnel involved in implementing the program. At that time teachers would be given assistance by a member of the WORK-ED staff so that he/she would be better equipped to implement the program yet adjust it to student needs.

If the school district chooses to adapt the program and utilize only some courses of study, more liberty may be taken with individual components. Whatever the plan may be for incorporating WORK-Ed into a school's existing curriculum, it will be the classroom teacher's individual expertise and enthusiasm that will help make the program a successful experience for his/her students.

SECTION 1

COMMUNICATIONS

COMMUNICATIONS 1: LISTENING

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This course of study is intended for a time line of approximately 45 days or ¼ of the school year.

LISTENING

by Jeanette Appel

A. INTRODUCTION

When a course is added to an existing curruculum, the first challenge becomes one of preventing situations that evoke from students the teethgrinding "Oh! but we've had this before." Once met, the course has a mixed bag quality which holds together under both the general title "Communications" and with a specific career activity. The desired result culminates in a collage presentation reflecting self-discovery.

Values are clarified through activities that are geared to help the students in determining what is important to them and in evaluating their long range career objectives in terms of projected desired lifestyle. Through the use of workbook activities, structured self-evaluation and a final project, the student is encouraged to clarify life goals.

All communication skills, especially listening, are emphasized through a formal speech assignment and structured listening activities. The student readily responds to a teacher request "Be an audience." This eases the way for reluctant speakers during daily activities. Emphasis is also made on the long range value of learning to listen.

Reading is touched upon through the use of *Scope* magazine. Plays are a favorite activity and give the teacher ample opportunity to screen obvious reading difficulties. Vocabulary and comprehension skills are included since the *Scope* is used weekly for regular discussion and occasional written follow-up exercises.

Writing skills are an integral part of classroom work. Instruction in spelling, punctuation, and sentence structure is given at an individual level with every written assignment.

In short, the basic skills of listening, speaking, reading and writing form a working tool. With his/her basic skills the student explores his/her values particularly as they relate to his/her career choices. Basic skills are emphasized as a means to new thoughts rather than an end in themselves.

B. COURSE OBJECTIVES

1. The student will be able to take part in suggesting changes and/or additions to the existing course objectives.
2. The student will be able to utilize more effective techniques of listening.
3. The student will be able to write a business letter of complaint and of request, using the semi-block style.
4. The student will be able to identify achievements that have made him/her feel successful and apply this knowledge in selecting a career field.

5. The student will be able to follow-up on tentative career choices through in-school research.
6. The student will be able to identify long and short range goals.
7. The student will be able to evaluate his lifestyle goals in terms of the present reality of his/her tentative career choice.
8. The student will be able to explain in a prepared speech the rational of his/her career choice.
9. The student will be able to create a project reflecting knowledge about himself.

C. ACTIVITIES

Unit I Student Input

#1 Objective. The student will be able to take part in suggesting changes and/or additions to the existing course objectives.

Time Line: 1 day

Activity #1. Students listen to a presentation by the teacher concerning potential course content. In this activity, the teacher has a chance to present an overview emphasizing the course goals and how the content works toward these goals.

Activity #2. Each student is asked two questions: Do you have any changes or additions? Do you commit yourself to completion of the course? The exercise gives a positive feeling towards the course since the student is both shocked and pleased at being asked for input that is eventually utilized in the course of study.

Unit II Listening

#2 Objective. The student will be able to utilize more effective techniques of listening.

Time Line: 5 days

Activity #1. Pretest - Students listen to various number combinations, literary passages, letters of the alphabet and instructions on which they answer questions or repeat the series. (see Student Material for Duplication).

Activity #2. Students write a paragraph describing their feeling while giving a speech or singing a solo.

Activity #3. Students share their successful listening techniques and common problems after the pretest.

Activity #4. A form of "Simon Says" may be played. Suggestions should come from the class.

Activity #5. Based on written assignments and from their own observations, the class forms a list of those characteristics which constitute a good audience.

Activity #6. Students write a paragraph in which each describes an experience caused from not listening. Papers are read aloud and the negative results of not listening are discussed.

Activity #7. Students choose a slip of paper on which is written a spectator sport and with a small group pantomime the actions of the spectators. The rest of the class guesses what sport the "audience" is watching. The class then discusses appropriate body language for different situations.

Activity #8. Post Test: Each student evaluates him/herself in terms of being a good listener as outlined by the class list of good audience behavior.

Unit III Business Letter

#3 Objective. Students will be able to write a business letter of complaint and request, using the semi-block style.

Time Line: 3-5 days

Activity #1. Pretest: Students answer 10 objective questions about the form of a semi-block business letter, (see Student Material for Duplication).

Activity #2. Each Student take notes on the format of a business letter and then from his/her notes fills out a blank business letter form correctly.

Activity #3. Each student writes a business letter of complaint relating to an actual consumer problem encountered by a member of his/her family. (see Student Material for Duplication).

Activity #4. Each student writes a letter of request for career information, using an address from the "National Association of Trade and Technical Schools Directory". (see Student Material for Duplication).

Unit IV Self-Tuning

Objective #4. The student will be able to identify achievements that have made him/her feel successful and apply this knowledge in selecting a career field.

Time Line: 8-10 days

Activity #1. Variation of an auction game in which student is given a limited "sum" that may be bid. Items offered reflect athletic, (a chance to play football with a star) physical, economic (an expensive auto) emotional, (puppy) social, (tickets to concert) power (being president for a day) religious (trip to Holyland) or intellectual appeal, (college education). At the end of the auction the student puts his "buys" into categories and concludes whether his/her "purchases" have a pattern. (For specific suggestions see *Success, You Can Make It Happen*).

Activity #2. An exercise is utilized that helps a student project future plans by realizing what has made him feel good about himself in the past. Beginning at age five, the student divides the following years in age groups of three years. For each segment the student writes the one outstanding incident that made him/her feel positive about himself. The student then decides what aspect of that incident evoked that response. Finally, using the same categories as listed in Activity 1, above, each incident is categorized and the student may conclude what type of success has made him feel best. (For example, if learning to ride a bicycle made him feel good because he wanted to be like everyone else, then he can conclude that he needs to fulfill his social needs to feel successful.)

Activity #3. Each student completes the reading and activity on pages 8, 9, "Your Life Periods" in *Work and You III.*

Activity #4. Each student completes the reading and activity on pages 12 and 13, "Your Life Periods and Career Development - and Orientation," in *Work and You III.*

Activity #5. Each student completes the reading and activity, "Interests are not Enough in a Career", pages 32, 33 in the workbook - *Work and You.*

Activity #6. Each student completes reading and does the acitivty "What's your I.Q. - Men?" on pages 34, 35.

Activity #7. Each student writes a paragraph entitled "The real me and what I've planned to make the real me happy."

Unit V Career Choice

Before each exercise or reading the student is reminded of the unit objective and after each assignment the students discuss the reading.

Objective #5. The student will be able to follow-up on tentative career choices through in-school research. This unit utilizes an SRA Career File, see Resources, p. 12).

Time Line: 5-8 days

Activity #1. Using the *Work and You III* workbook, the student completes the reading and acitivites in "The Changing World of Careers," pp. 16, 17.

Activity #2. Using the workbook, the student completes the acitvity "What's ahead in the World of Careers," pp. 18, 19.

Activity #3. The student completes the activity "Your School Subjects and Careers" pp. 22 and 23 in the workbook.

Activity #4. The student completes "Finding Your Field of Interest" pp. 26, 27 in the workbook.

Activity #5. The student completes "Starting Your Career Research" pp. 20, 29 in the workbook.

Activity #6. Using the *SRA File*, the student reads about his career choice and fills out p. 21 "Jobs, Jobs, Jobs" in the workbook including the addition of salary information.

Activity #7. The student, after reading SRA information, fills out copies of p. 21 on two career-related fields.

Unit VI Goal Identification

Objective #6. The student will be able to identify long range and short range goals.

Time Line: 7-10 days

Activity #1. Students write a short essay, "Myself as others see me."

Activity #2. In-class presentation: the student is presented with concepts of long and short range goals.

Activity #3. Students write and discuss questions on his/her personal makeup: What do I do well? What do I enjoy doing? What activity would I like to attempt?

Activity #4. Students make a class presentation relating to his hobby or special interest.

Activity #5. Using *Work and You III*, students complete "Interests are not enough in a career", pp. 32, 33; "Getting along on the Job", pp. 40, 41; "Programming your future in the World of Work", pp. 14-15. (Discussion of whether the activities involve long or short term goal planning precede and follow each exercise.)

Activity #6. Each student will list ten short range goals and five long range goals he has at the present time.

Unit VII Lifestyle and Reality

Objective #7. The student will be able to evaluate his lifestyle goals in terms of the present reality of his/her tentative career choice.

Time Line: 7 days

Activity #1. The student considers aspects of lifestyle such as housing, recreation, transportation, hobbies, food, family size, clothing, furniture and friends and writes a description of what he/she wants his life to be like as an adult.

Activity #2. The student draws a floor plan of the kind of living space he/she would like. (Student may also cut out pictures of furniture he/she would like).

Activity #3. Using the salary figure given in the *SRA* acitivity, the student makes a budget. He/she can get estimated utility numbers, food costs, clothing costs and the costs of car maintenance and insurance from parents or other adults.

Activity #4. The student writes an evaluation of the plausibility of his long range lifestyle goals in practical financial terms and indicates any necessary re-evaluation.

Unit VIII Formal Speech

Objective #8. The student will be able to explain in a prepared speech, the rational of his/her career choice.

Time Line: 4 days

Activity #1. The student reviews what he has learned about himself and his career choice.

Activity #2. The student views a film on speech form, and takes notes. (Suggestion: any appropriate film or filmstrip would work but giving the student a worksheet to fill out while watching the film improves his/her attention and comprehension.)

Activity #3. The student follows the speech form and using his collection of information about him/herself and his/her career choice, writes his/her speech notes.

Activity #4. The student presents his speech.

Unit IX Me: Now & Then

Objective #9. The student will be able to create a project reflecting knowledge about himself.

Time Line: 1-2 days

Activity #1. The student creates a collage for which he has selected items that reflect the way others see him/her now and in a separate section how he/she wants to be viewed as an adult.

Activity #2. The student displays his/her collage to the class and answers questions about it as the class tries to interpret what he/she meant. For example, one student represented her present self with pictures of her friends, parties, records, school scenes and her future with pictures of babies, home interiors, money, and a poem about living in beautiful surroundings. The class correctly interpreted her present self as being centered around friends, school and having a good time and future self as having a family and a career as an interior designer. Their questions of her were "what is the present self doing to prepare for the future?" The student was startled and then began an explanation. It is vital that each exposure, when possible, is a positive learning experience.

EVALUATION

Evaluation should be part of a reinforcement process, therefore all work done by a student is recognized by teacher comment or by letter grade. For most units there is a pretest included in the activities which the student may check himself, grading by the teachers can be a matter of giving credit for completing an assignment and a comment to help the student recall what he/she needs to work on. The career activity, the final evaluation, is an opportunity for the students to exhibit what they have learned about themselves and their long term goals. In this manner, students receive positive reinforcement from peers and teacher. This presentation may be graded with a letter grade by the class, the teacher, by the presentor or by a combination of these groups. Above all the student should get a chance to see himself/herself as a participant in his/her evaluation.

D. RESOURCES

Filmstrips
"Experimental audio-visual exercises", career skills assessment program of the college entrance examination board, Educational Testing Service, Princeton, N.J.

Film
Business "What It's All About", Terry Kahn (18 min.) Film Fair Communications, Studio City, California

Kits
Occupational Exploration Kit, Science Research Associates, Chicago, Illinois.

Workbook
Career Development Service — Part *III Work and You*, Part I
Success and You, Palmer Publications, Inc., Easton, Pennsylvania 18042
Scholastic Scope, Scholastic Magazines, 902 Sylvan Avenue, Englewood Cliffs, N.J. 07632

Career Direction Kits
Choosing the Kind of Job You Want, Changing Times Education Service, Washington, D.C. 1976.
Education For Your Future, Module F, Education Achievement Corp., Waco, Texas 1972
Muraski, E.M., *Career Self Analysis*, D & E Publishing Company, Santa Ana, California

E. STUDENT MATERIAL FOR DUPLICATION

a. Listening post/test: Sample

Students will first listen and then on signal write the series that they have heard.

1. P, H
2. 1, 2, 9
3. B, 4, 8
4. X, C, M
5. 9, 3, 7, 4
6. 1, 3, 5, 6
7. A, M, D, E, G
8. C, 14, 0, P
9. 3, X, 6, 2, 1,9
10. M, O, P, G, P, T, C

Variations (or additions)
Short instructions may be given to the class which the students must follow.

A short passage from an "easy listening" book such as *Tom Sawyer* can be read to the students who then answer short questions.

b. Business Letter: Semi-block Form - pretest

1. What is given on the first line of the heading?
2. What information is given on the third line of the heading?
3. How many commas are in the heading?
4. What information does the inside address give?
5. What punctuation belongs after the salutation?

6. Give two examples of a proper salutation.
7. What words are capitalized in a salutation?
8. Give two examples of proper closings.
9. What mark of punctuation belongs after the closing?
10. True or false - A signature may be printed.

c. Business Letter Samples

Semi Block Form

From: *Modern Composition*
Book II
Stegnor-Sauer-Itach
(p. 308)
Holt Rinehart &
Winston, Inc.
N.Y. 10064

_____
_____
_____ Heading

_____
_____
_____ Inside Address

_____: Salutation

_____
_____
_____
_____ Body
_____

_____, Closing

_____ Signature

20

Letter of Inquiry or Request (From pp. 312-313)

1349 Logan Avenue
Waterloo, Iowa 50703
November 23, 1964

_____
_____
_____

Gentlemen:

Will you please send me your new booklet "Flowers for Shady Yards," described in your advertisement in the April issue of *Better Homes and Gardens*.

Yours truly,

(Miss) Lucille Davis

Letter of Complaint (From Modern Composition - p. 316)

529 Wayne Avenue
Fort Wayne, Indiana 46802
November 29, 1964

The Hopkins Store
429 Wabash Street
Cleveland, Ohio 44101

Gentlemen:

On November 2, I ordered a copy of *Webster's New Collegiate Dictionary*, Seventh Edition, red leather binding, to be sent by November 16 as a birthday gift to my nephew, Franklin K. Perry, 146 Exeter Street, Cleveland Heights, Ohio. I asked that his name be imprinted in gold. The dictionary was not delivered by November 16 and has not been delivered to date.

I am enclosing the confirmation of the order I received and would like to have the dictionary sent as soon as possible.

Very truly yours,

(Mrs. Edith Perry)

Name: _____

1. I wrote for information to: (last assignment)

2. I am interested in a career in

   _____

3. The difference between a job and a career is:

4. Career Card Number _____

   Title _____

5. Describe:
   A. What is a typical day like in this career?

   B. What personal qualities are needed?

   C. What educational/training is needed?

   D. How does an individual get started in this career?

   E. What are the future opportunities? (Include Salary, future job projections, opportunity for promotions and any additional information that you would consider as a positive value.)

d. Speech Form

I. Grab your audience's attention.
II. What is the issue?
III. State what you want done about the issue.
IV. Give examples of how your suggestions can be used.
V. Conclude by giving the audience a final reminder of the purpose of your speech.

e. Will You Be Somebody?

		Yes	*No*	*Not Sure*
1. Harmonizer:	Agrees with groups. Brings together opposite viewpoints			
2. Encourager:	Friendly, supports others.			
3. Clarifier:	Restates problems, interprets. Brings members up-to-date			

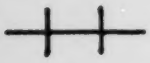
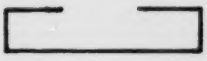
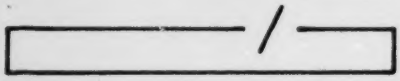
4. Initiator:	Suggests problem: Suggests procedures			
5. Energizer:	Urges group towards making a decision			
6. Questioner:	Ask questions, "Constructive Criticism"			
7. Listener:	Talks little or not at all			
8. Tension reducer:	Alleviate tension by being humorous			
9. Dominator:	Autocratic: interrupts others; launches long monologues			
10. Negativist:	Pessimistic; rejects ideas; argues frequently			
11. Deserter:	Withdraws from groups by daydreaming, whispers, leaves			
12. Opinion Giver:	States own beliefs			
13. Aggressor:	Tries to achieve importance, Boasts; Shows anger; Blames others			

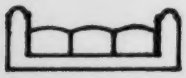
Total _____

Average _____

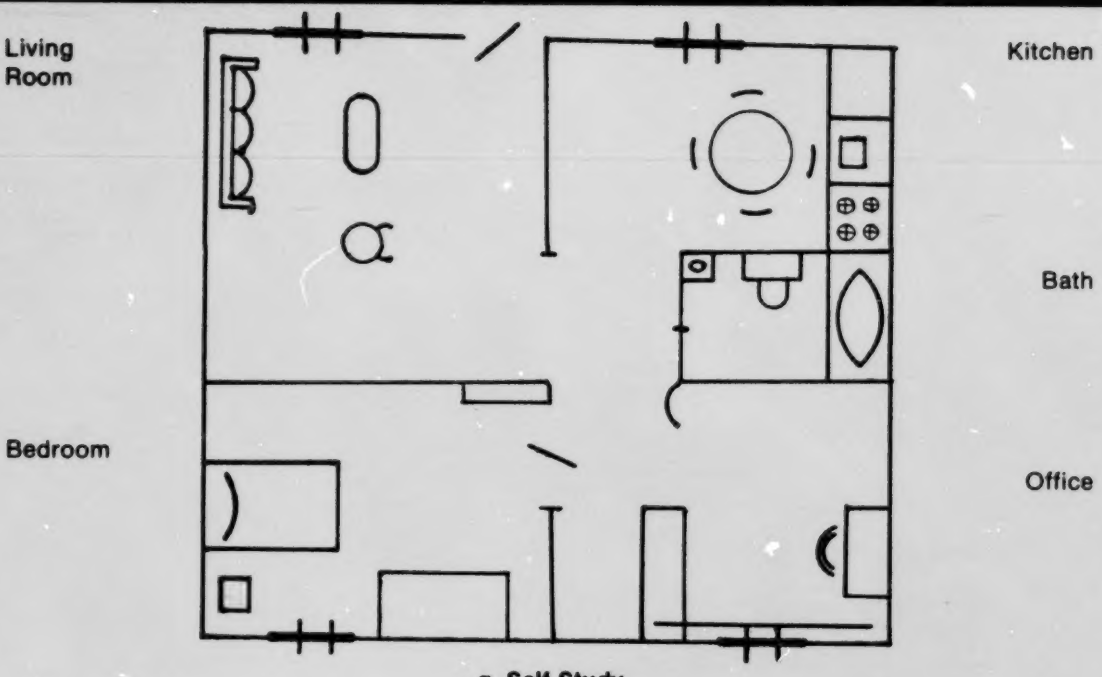
Categories taken from *Career Dev. Service* Part one "Success & You"

f. Floor Plan

1. Draw a floor plan of a house or apartment in which you would like to live. A window is indicated by  A doorway  is left open. If there's a door in the doorway  Be as imaginative as possible.

2. Describe the colors you'll use and the kind of furniture you want in each room. Indicate where the furniture will go by drawing representative figures - example, a chair a couch  , a stove , a top view

3. Extra credit: Draw a floor plan and from a magazine cut out appropriate furniture for each room (or pictures of rooms that you like.) Put on large sheet of paper.



g. Self Study

Below is a list of 18 Values. Arrange them in the order which best describes your personality.

	Your Viewpoint	*Your Parents'*	*Your Teachers'*	*Your Goal*
Ambitious Hard-Working				
Broadminded Open-Minded				
Capable Competent				
Cheerful				
Clean				
Courageous (standing up for your beliefs)				
Helpful (working for the welfare of others)				
Honest (sincere, truthful)				
Imaginative				
Independent (self-reliant)				

Intellectual				
Logical				
Loving				
Obedient				
Polite				
Self-controlled				

(18 elements taken from *Career Dev. Service*, Part 1 "Success & You", p. 23)

Expense Record

		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Weekly Total
1	Clothing								
2	Purchase								
3	Laundry								
4	Cleaning								
5									
6	Contributions and gifts								
7	to nonprofit organi-								
8	zations								
9									
10	Food								
11									
12	House								
13	Rent								
14	Utilities								
15									
16	Insurance								
17	Health/Accident								
18	Life								
19									
20	Medical-Dental								
21									
22	School								
23	Tuition								
24	Books								
25	Other fees								
26									
27	Recreation								
28									
29	Transportation								
30	Bus								
31	Auto								
32									

From *Activities For Succeeding in the World of Work*, Kimball. Vineyard, p. 158, McKnight Pub. Co., Bloomington, Illinois 1975.

F. BIBLIOGRAPHY

American Guidance Service, Inc., 1962

Kimball, Grady *Activities for Succeeding in the World of Work*, McKnight Publishing Co., Bloomington, Illinois 1975.

National Forum Foundation. *Discovering Myself*, Circle Pines, Minnesota.

Purves, Alan C. *How Porcupines Make Love*, Xerox Collage Publishing, Lexington, Massachusetts, 1970.

Simon, Howe, Kirschenbaum, *Values Clarification*, Hart Publishing Company, New York 1972.

Munson, Paul, *Finding A Job You Feel Good About*, Career Growth Associates (Through Argus).

Steaner, Wallace E., *Modern Composition*, Holt Rinehart & Winston, Inc., New York, New York 1964.

Swell, Lilla, *Success: You Can Make It Happen*, New York: Simon & Schuster, Inc. 1976.

U.S. Department of Labor, *Dictionary of Occupational Titles*, Volumes 1 & 2, Washington, D.C.: U.S. Government Printing Office, 1965.

COMMUNICATIONS II: READING

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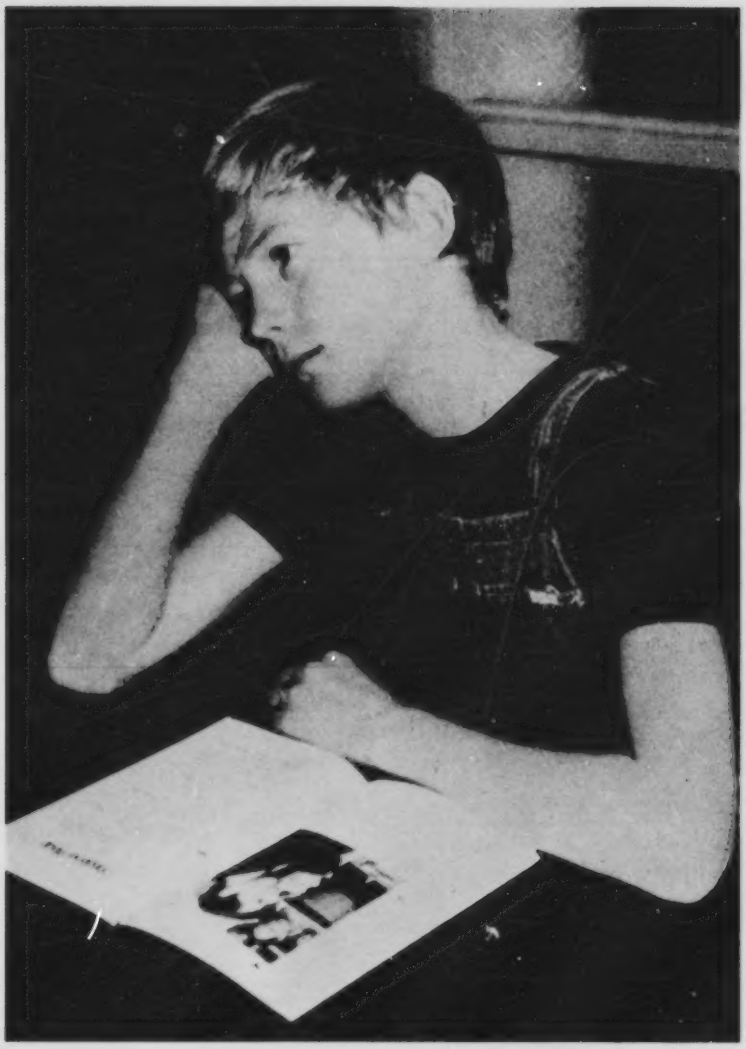


To read... to dream of the future

READING

by John Fenimore

A. INTRODUCTION

Very often the student not involved in a "college preparatory" or "academic" curriculum sees the practical benefits of his reading as minimal. For this reason, the primary objective of our reading program is to create a positive attitude toward reading. This is done by keeping interest at a high level, by using topical and entertaining material and individual exercises on specific skills at a minimum.

The materials and activities included here all seek to rid each student of the conception that "I hate to read." The format of this course calls for full class as well as individual and small group discussions. Since reading is a personal and private activity, opportunity for individual discussion of reading matter should be utilized whenever possible.

B. COURSE OBJECTIVES

1. Students will be able to identify ten public service jobs and list two advantages and disadvantages of each job.
2. Students will be able to translate information they have read into ideas they can exchange with others.
3. Students will be able to interpret information they have read and compare this information with their personal experience.
4. Students will expand their vocabularies to include 20 technical terms relating to careers.
5. Students will select and read a book from the Action 4-4A series.
6. An exchange of student opinions concerning a topic of contemporary interest will be a motivation for further reading.
7. Students will be able to make value judgements concerning the action of characters in their reading.
8. Students will be able to take a decisive stand concerning a contemporary issue from reading about the issue.

C. ACTIVITIES

Unit 1 Who Works For You?

Objective #1. Students will be able to identify ten public service jobs and list two advantages and two disadvantages of each job.

Time line: 2 days

Activity #1. Students see filmstrip cassette "Who Works For You", introducing ten public service jobs. Students list a preferential rating (1 to 10) to indicate their interest in the jobs. (see page 25 D.)

Activity #2. Class discussion comparing interest ratings.

Activity #3. Students read the chapter in "Who Works For You" that corresponds with the job they preferred most from the filmstrip.

Activity #4. Students list two advantages and two disadvantages of the job about which they have read.

Unit 2 Idea Exchange

Objective #2. Students will be able to translate information they have read into ideas they can exchange with others.

Time line: 1 day

Activity #1. Students form small groups with others who have expressed a similar job interest from the "Who Works For You" reading series. They discuss their job choice, and indicate why this job held the most appeal for them.

Activity #2. Students discuss the advantages and disadvantages of the job they have selected. Students exchange ideas and add to their lists whenever possible.

Unit 3 What This Means To Me

Objective #3. Students will be able to interpret information they have read and compare this information to their personal experience.

Time line: 1 day

Activity #1. Students read the chapter from "Who Works For You" concerning the job listed in #2 in their interest rating worksheet. While reading, students list the natural talents they have in this field (i.e., why they think they would be good at this job.)

Activity #2. Each member of the class discusses his rationale for interest level of job #2.

Unit 4 Expanding Vocabulary

Objective #4. Students will expand their vocabularies to include 20 technical terms relating to careers.

Time line: 2 days

Activity #1. Using "Who Works For You", students find and define a given list of technical terms

Activity #2. Teacher discusses definitions with the class for the purpose of clarification.

Activity #3. Students are quizzed on technical terms and information from class discussions concerning "Who Works For You".

Unit 5 Teacher, please! I'd rather do it myself!!

Objective #5. Students will select and read a book from the Action 4-4A series.

Time line: 4 days

Activity #1. The instructor introduces each title in the action 4-4A series and reads a paragraph from each selection. Students then choose the title that interests them most.

Activity #2. Instructor distributes pre-reading exercises, (see page 25 D) asking each student to complete the activities for the first two chapters of his chosen book.

Activity #3. When exercises are completed, students meet with instructor individually to check work.

Activity #4. Students finish reading their books.

Activity #5. When a student completes his book, he gives an oral summary to the class.

Activity #6. At conclusion of discussion, each student is asked to write his opinion of the book he has read.

Unit 6 What's Happening Out There

Objective #6. An exchange of student opinion concerning a topic of contemporary interest will be a motivation for further reading.

Time line: 1 day

Activity #1. Teacher distributes a worksheet concerning the topic "getting involved," and students respond to questions on the worksheet without signing them.

Activity #2. One student keeps score of the results on a blackboard while papers are collected and responses are tallied.

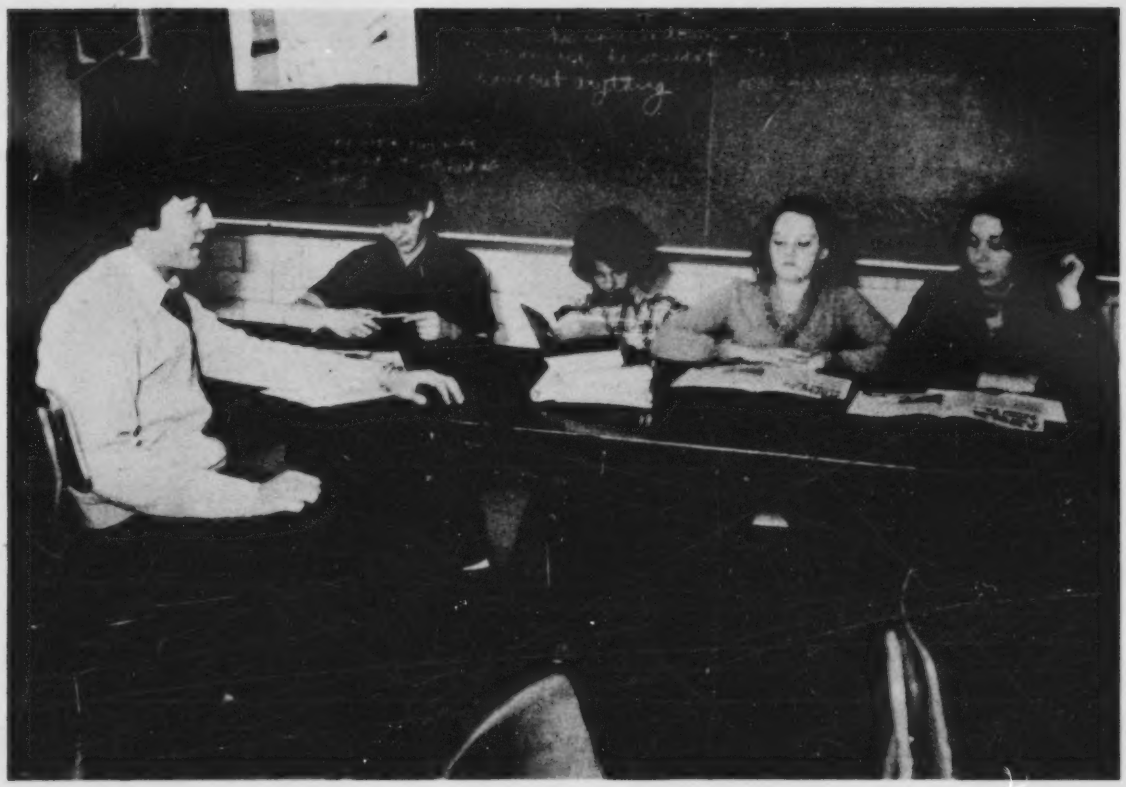
Activity #3. The students volunteer why they chose their answers while results are tallied.

Activity #4. The total number of yes and no responses will indicate whether the class is an "involved" one or not, and a discussion ensues.

Unit 7 Characters Become Real

Objective #7. Students will be able to make value judgements concerning the action of characters in their reading.

Time line: 2 days



Activity #1. Students read Act I of "The Fatal Phone Call" aloud in *Dino and Other Plays.* (Scope Play Series)

Activity #2. At the conclusion of Act I, students discuss the events in the plot thus far: how Chet has gotten himself involved, and whether he regrets it or not. Students are encouraged to express their opinions concerning Chet's actions.

Activity #3. Students complete their reading of "The Fatal Phone Call".

Activity #4. Students are asked if Chet now regrets getting involved. A discussion follows.

Unit 8 My Personal Perspective

Objective #8. Students will be able to take a decisive stand concerning a contemporary issue from reading about one.

Time line: 2 days

Activity #1. The teacher introduces key terms from the article to be discussed (*Scholastic Scope* is used in these activities).

Activity #2. Students read the article.

Activity #3. Teacher discusses the article with the students, asking for their agreement or disagreement with the opinions expressed.

Activity #4. Students are divided into 2 groups to debate the major question about which the article relates.

D. RESOURCES

Sweet, Susan & Marjorie Rittenberg, *Who Works For You?*, N.Y. Random House, Inc. 1976.

Scholastic Action Library 4-4A, N.Y., Scholastic Magazines, Inc., 1974.

These books are designed to capture the student's interest immediately and hold it through the use of characters of their age level involved in conflicts to which students relate: boy-girl relationships; home and family.

Scholastic Scope, N.Y., Scholastic Magazines, Inc., 1977.

Iowa Silent Reading Test, Harcourt, Brace, Jovanovich, Inc., 1973. (This test is utilized to assess the reading level of the students in the program.)

E. BIBLIOGRAPHY

Allen, Charles L., et al *Scope Play Series Teaching Guide 2.* New York: Scholastic Magazines, Inc., 1971.

Blau, Melinda E. *Teacher's Guide*, New York: Random House, Inc., 1976.

Miriam Lee, ed., "Spirit Master Exercises", *Action Library 4-A.* New York: Scholastic Magazines, Inc., 1976.

Shapiro, Jeri, "Spirit Master Exercises", *Action Library 4.* New York: Scholastic Magazines, Inc., 1974.

F. STUDENT MATERIAL FOR DUPLICATION

The ditto material provided by Scholastic Magazines, Inc. include exercises directed towards student interest and increased knowledge of vocabulary.

The sheet includes 50 words from the chapter which the students are asked to utilize in a short answer fill in format.

Students answer questions re these words: correct usage, pronunciation, tense, synonyms, antonyms, etc.

All other material referred to in this course description may be ordered from those sources listed in the Bibliography and Resources. All of this material is relatively low in cost and may be utilized as consumables.

SECTION 2

CAREERS

CONSUMER EDUCATION

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CONSUMER EDUCATION

by Mary Bartz

A. INTRODUCTION

This cycle introduces the WORK-ED student to the area of Consumer Education. The major purpose of this course is to help the students better understand their role as a consumer in today's marketplace. WORK-ED should assist students to become future wage earners, therefore it must offer students a background in consumerism.

Teenagers are among the most impressionable consumers in our society today; they control a large portion of consumer spending. While their needs are, for the most part, satisfied by their parents, their *wants* are frequently gargantuan. This course of study will aid young people to distinguish between wants and needs before spending their money.

The goal of this cycle is to make consumer education relevant and pertinent to the student's everyday life. To do this, the topics of wants versus needs, values, buymanship and advertising are covered.

The cycle also includes a unit on careers in consumer affairs; this is an expanding area for future employment. This section combines the consumer skills the students have learned with their new knowledge of career opportunities.

All units can be easily shortened or broadened depending on the student's interests and the emphasis desired by the teacher for each unit.

B. COURSE OBJECTIVES

1. The students will be able to define the term "Consumer".
2. The students will develop an awareness of the ways in which values affect consumer decisions.
3. The student will develop comparison shopping skills.
4. The students will become aware of the role that advertising plays in their consumer decisions.
5. The students will become aware of the career opportunities in the field of consumer affairs.

C. ACTIVITIES

Unit 1 "Consumer"

Objective #1. The students will be able to define the term "Consumer".

Time Line: 2 days

Activity #1. Pre-test (see Student Material for Duplication). The teacher asks the students to list all of the roles that they fill (student, athlete, child, friend, etc.). Students should be able to identify their many roles.

Activity #2. Teacher compiles a list of roles identified by students (some may list consumer, if not, add it to the list). A discussion follows concerning the topic "Who is the Consumer". The idea that the consumer role is a constant one is discussed.

Unit 2 Values & Consumerism

Objective #2. The students will develop an awareness of the ways in which personal values affect consumer decisions.

Time line: 1 day

Activity #1. Show film "Why Do You Buy" (13 min.).

Activity #2. Teacher and class discuss how personal values can affect the ways an individual satisfies consumer needs and wants.

Activity #3. Students complete ditto (p. 37) "Wants-Needs-Choices". Class discusses the concept of choice and trade-off using the ditto.

Unit 3 Comparison Shopping

Objective #3. The students will develop comparison shopping skills.

Time line: 4 days

Activity #1. Students discuss the topic "What is Comparison Shopping". Teacher writes students ideas on board (e.g. Comparison shopping is trying to get the best buy.)

Activity #2. Filmstrip is shown, "Let's Go Shopping" part 1. Comparison shopping is redefined using the ditto from the filmstrip kit. The class discusses the various ways that the students may obtain shopping information, i.e. asking friends, using consumer reports, etc.

Activity #3. The filmstrip is shown, "Let's Go Shopping" part 2 "The Supermarket." The class discusses the concepts presented in the filmstrip using the ditto "25 Tips for Thrifty Food Buying" found in the filmstrip kit.

Activity #4. The film "Read the Label-Set a Better Table", is viewed by the students. Students pick one or more labels out of a grab bag. The students interpret the information on the label to the class or fill in a work sheet with the information.

Activity #5. A taste testing experiment is conducted. Allow the class to decide on what food or foods to test, buy several different brands of the food and have the students test each one with the labels masked. As the students taste each food have them fill in a work sheet and compare the picture on the label with the actual appearance of the food product as well as tasting satisfaction.

Unit 4 Advertising

Objective #4. The students will become aware of the role advertising plays in their consumer decisions.

Time line: 6 days

Activity #1. The consumer survival kit film, "Analyzing Advertising" is viewed by the class. The class discusses the concepts presented in the film.
Activity #2. The class discusses the concepts presented in the consumer survival kit; puffery, weasel words, fraud, children's advertising and how ads attract attention e.g. free, jingles etc. In order to illustrate how effective jingles are, have students complete the advertising jingle ditto.

Activity #3. The filmstrip "Advertising-They Say We Need It-Do We?" is viewed by the class. The class discusses the filmstrip, using the work sheet entitled ADVERTISING.

Activity #4. Utilizing slides made from magazine advertisements, have the students identify the techniques and/or appeals used. (This could be used as a test).

Activity #5. Students write their own ads using a product that teenagers buy or use such as shampoo, gum, etc. (picture from magazine can be used).

Activity #6. Students present ads to class and explain the techniques they used.

Unit 5 Careers In Consumer Affairs

Objective #5. The students will become aware of the career opportunities in the field of consumer affairs.

Time line: 4 days

Activity #1. Students are asked if they have ever been dissatisfied with a product they have bought. What was it and what was the cause of their dissatisfaction? Did they try to remedy the situation? If so, how? Were they successful?
Show part one "Education and Advocacy" of the filmstrip series "Careers in Consumer Affairs".

Activity #2. The class discusses the various careers shown in the filmstrip. What are some of the responsibilities for each?
Show part 2: "Information & Consultation." The class discusses the careers that were shown in this part of the film.

Activity #3. Show part 3 and 4 of the filmstrip series. Students discuss the education training and work experience of individuals in the four filmstrips.

Activity #4. Administer post test, correct and discuss the results with the students.

Activity #5. A guest speaker in the field of Consumer Affairs addresses the class. Sufficient time should be given to a question and answer period.

D. CAREERS IN CONSUMER AFFAIRS

Legal Paraprofessional (Degree necessary)
Public Health Sanitarian (Degree necessary)
Community Service Aide
Consumer Specialist
Credit Manager
Loan Officer
Consumer Relations Specialist
Budget Consultant
Home Economists (Degree necessary)
Extension Agent (Degree necessary)
Extension Aide
Consumer Advocate
Consumer Information Coordinator

Many careers in Consumer Affairs can be obtained through advancement in a particular company.

E. RESOURCES

Filmstrips

Lets go Shopping, Changing Times Education Services, 1729 H Street, Washington, D.C. 20006, $47.50

Advertising - *They Say We Need It-Do We*, Inter-Act 2, Laidlaw Brothers, Pitman Publishing, 6 E. 43rd Street, New York, New York 10017, $69.50

Careers in Consumer Affairs, Butterick Publishing, P.O. Box 1945, Altoona, Pa. 16603, $72.00

Film

Why Do You Buy, Journal Films, Inc., 909 West Diversey Parkway, Chicago, Illinois 60614, $135.00 Purchase-Rental $25.00.

Read the Label - Set a Better Table, National Audio-Visual Center, General Services Administration, Washington, D.C. 20409, $58.25

Rental: Free from Food & Drug Administration, 26 Evergreen Place, East Orange, N.J. 07018

Consumer Survival Kit

"Advertising", Program Circulation Manager, Maryland Center for Public Broadcasting, Owings Mills, Maryland 21117, Rental-$20.00

F. BIBLIOGRAPHY

Levy, Lion *The Consumer in the Marketplace*, Laidlaw Brothers, Illinois, 1975

McDough, Elizabeth, *Dollars & Sense; The Teen-age Consumer's Guide*, Morrow, 1975

Preston, Ivan, *The Great American Blow-Up*, Puffery in Advertising & Selling, University of Winconsin Press, 1975

Schrank, Jeffrey, *Deception, Detection* Beacon 1975

Soalbach, William, *Learning to be a Better Buyer*, Laidlow Brothers, Illinois, 1974

G. STUDENT MATERIAL FOR DUPLICATION

WORK SHEET
ADVERTISING

Name _____ Date _____

1. Write a brief definition of advertising
Communication from a manufacturer or seller to consumers about products or services.

2. List 3 categories of advertisement with which the consumer comes into contact almost daily and give two examples of each.
1. *Periodical - newspaper ads, magazine ad*
2. *Mass - T.V., Radio*
3. *Direct - flyers in mailbox, catalogs*

3. Now, to check your understanding of this part, write PERIODICAL, MASS or DIRECT in the blank preceding each word or phrase below, indicating how you think that kind of advertising should be classified.

1. *MASS*	Billboard
2. *PERIODICAL*	"Yellow Pages"
3. *DIRECT*	Catalogs
4. *PERIODICAL*	Supermarket ad in newspaper
5. *PERIODICAL*	Classified ad in newspaper
6. *MASS*	Radio commercial
7. *MASS*	Flashing neon sign on store front
8. *DIRECT*	Calendar mailed with merchant's name and address on it
9. *PERIODICAL*	A color ad in national magazine
10. *MASS*	Arrangement of consumer goods for sale

4. Name a product you bought because you were influenced by the advertisement. Were you satisfied with the product - explain
Answers will vary.

5. List the techniques and appeal used in various advertisements and give a brief explanation of each:
1. *Information - Ads which give simple, direct information about the product.*
2. *Status - You are one of the "in" group if you use this product.*
3. *Peer Approval - Friends will like you better.*
4. *Good Taste - You are the type of person who enjoys the finer things.*
5. *Hero Endorsement - You will become like the well known person endorsing the product.*
6. *Sexual Attraction - Attract members of opposite sex.*
7. *Entertainment - Fun ads, little information.*
8. *Intelligence - You are sensible and discerning.*
9. *Independence - People will know that you think and act for yourself.*
10. *Comparatives - makes you 100% healthier.*

ADVERTISING

1. Mm Mm good *Campbell Soup*
2. *Datsun* saves
3. Let Mikie try it *Life Cereal*
4. That's more like it *Chevrolet*
5. It's fluffy - not stuffy *3 Muskateers*
6. It's the only gum my mom lets me chew *Trident*
7. Only a dentist can give you a better floride treatment *Crest*
8. Don't squeeze the *Charmin*
9. Join the green bean team *Del Monte*
10. It makes you feel like a man *Aqua Velva*
11. You know I won't get dressed without my *Right Guard*
12. You've come a long way baby *Virginia Slims*
13. The king of beers *Budweiser*
14. Have it your way *Burger King*
15. The *Pepsi* generation
16. If you care enough to send the very best *Hallmark*
17. It's the peanuttist *Jif Peanut Butter*
18. The slow catsup *Heinz*
19. Nothing says loving like something from the oven *Pillsbury*
20. It's your face let *Shick* love it
21. The un-cola *7 Up*
22. Chow-Chow-Chow *Purina Cat Chow*
23. Sometimes you feel like a nut *Peter Paul Almond Joy/Mound*
24. I'd walk a mile for a *Camel*
25. Plop-Plop-Fizz-Fizz *Alka Seltzer*
26. 99 44/100% pure *Ivory*
27. We love baseball, hot dogs, apple pie and *Chevrolet*
28. I can be very friendly, yes I can *Sunoco*
29. We do it all for you *McDonald's*
30. I'm not getting older, I'm getting better *Clairol*

Taste Test Ditto - EXAMPLE

BRAND	INGREDIENTS	PRICE & AMOUNT	UNIT PRICE	BEFORE/AFTER APPEARANCE	TASTE	RATING	COMMENTS

WANTS — NEEDS — CHOICES

Individuals want many things. Their wants may be unlimited. However, there is a limit to the goods and services that most individuals may purchase, therefore they must make choices.

1. List some things that you want.
2. List some goods and services that you need.
3. Choose only 10 items, from either column that you would give priority to in purchasing.

Things I Want	Things I Need	Purchases

PRE-TEST
CONSUMER EDUCATION

1. Define the term consumer. *(a person who buys or uses goods and services)*
2. What is a value? *(something an individual holds to be important)*
3. List 5 of your values.
   1.)
   2.)
   3.) *will vary with each student*
   4.)
   5.)
4. What are 3 basic human needs? *(1. food, 2. clothing, 3. shelter)*
5. What is comparison shopping? *(answers can vary - e.g. comparison shopping is trying to get the best buy)*
6. List 4 ways you can obtain information about a product to do comparison shopping. *(e.g. ask friends, use newspaper ads, catalogues, consumer reports.)*
7. What is a nutrition label? *(a label which lists the nutrients found in a food product)*
8. How can a nutrition label help the consumer? *(e.g. helps the consumer plan a balanced diet)*
9. Define the term advertisement. *(communication from a manufacturer or seller to consumers about products or services)*
10. List 5 techniques and appeal used in various advertisements. *(information, status, peer approval, good taste, hero endorsement, sexual attraction, entertainment, etc.)*

INTRODUCTION TO DRAFTING

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INTRODUCTION TO DRAFTING

by Roy Huchel

A. INTRODUCTION

Our world today is dominated by an overbearing technological society. It is with us constantly in the machines we use and surrounds us in the places we go. Everything from children's toys to jumbo jets are complete with packaging and assembly instructions.

It is a thing of paramount importance that students gain exposure to the field of drafting because there is no fabrication or construction of any object unless a drawing is made. The aim of this course therefore will be two-fold; first, to familiarize the student with drafting as a universal language of symbols and second, to show the student how through the use of drafting instruments he can apply those symbols to develop concepts in design and construction.

Initially the student is introduced to drafting as one of the three basic communications skills, speaking, writing and drawing. He will then be shown by precept and example how drawing or drafting as we know it, is the only communications skill which is universal. This can be done by several methods, the easiest of which would be simply to relate ancient Egyptian tomb drawings to the students. Size, shape, type of material and even construction methods of ancient pyramids are often obvious by simply relating the graphic symbols.

Secondly, drafting must be broken down into its respective fields. Using periodic lectures, visual aids and/or movies the students will be able to assess their own interests. It is of primary importance that the student first gain interest in drafting before trying to acquire the basic manipulatice skills involved. These skills require a degree of fine motor coordination and can often prove frustrating to a student.

Our final phase then would be to involve the students in the actual drafting processes, thereby introducing them to the basic drafting instruments and the skills involved in their usage. Rather than following a series of repetitive skill exercises which often prove boring to the student, we've instituted an exceptionally flexible program involving isometrics. After an initial lecture period explaining the method and instruments involved a booklet which can be made up by the instructor is given out to the students. The booklet contains a series of problems ranging from the simple to the more complex. Because the method of isometric projection produces a final product, the students take a genuine interest in their work rather than becoming bored doing repetitive skill exercises.

B. COURSE OBJECTIVES

1. The student will be able to list the three Basic Communications Skills.
2. The student will be able to define drawing as the only Universal Communications Skill.
3. The student will be able to list three drafting symbols which are universally understood.
4. The student will be able to list four basic areas of the drafting industry and describe what responsibilities a draftsperson has in each:

    a. Mechanical
    b. Technical
    c. Engineering
    d. Architectural

5. The student will be able to identify and use the following drafting instruments:

a. Drawing Pencils-2H, 4H, HB, F
b. Sanding Pad
c. T-Square
d. 30°-60° Triangle
e. Scale
f. Erasers
g. Erasing Shield
h. Dust Brush
i. Masking Tape
j. Compasses
k. Dividers
l. Isometric Template

6. The student will be able to perform the following drafting exercises:

a. Read and take measurements from a triangular scale to one-sixteenth of an inch.
b. Align and attach drafting paper to board using masking tape and t-square.
c. Draw simple geometric shapes using the method of Isometric Projection.
d. Draw a 4-center ellipse.
e. Use all the afore-mentioned tools properly when drafting.

7. The student will choose an object and submit an isometric drawing of the object for a final examination.
8. By evaluating his final examination with the teacher, the student will be able to assess his own interests and skill levels involving a possible drafting career.

C. ACTIVITIES AND RESOURCES

Unit 1 Introduction to Drafting

Objectives # 1, 2, 3 & 4

Time line: 6 days

Activity #1. Lecture on communications skills by the teacher. Each of the three skills is introduced and responses are elicited from the students. The students are then asked which one could possibly be understood in a foreign country. An example is then given, (i.e., many present day geometric symbols are drawn exactly the same as by ancient Greeks and Romans).

Activity #2. Through films and lecture, the students will be shown how the four course offerings they may select in high school branch out into at least a dozen different commercial industries:
Mechanical Drawing: Concept: to provide the ultimate definition, through graphics, of a mechanical design or concept.
Some examples of job opportunities: Tool and Die Design, Mold Designer, Machine Parts Designer.
Technical Illustration: Concept: to convey and clarify an idea or object through use of pictorial drawings.
Some examples of areas of job opportunities: Departments of parts manufacturers, leisure industries, automotive and aeronautical industries etc.
Engineering: Concept: Language of the technician, to graphically illustrate and define exceptionally technical information.
Some examples of job opportunities: Civil, Aeronautical, Chemical, Mettalurgical, mechanical, and Electro-Mechanical Draftsmen or Engineers.
Architecture: Concept: Unlimited design in all styles and forms of Architecture.
Some examples of job opportunities: Architectural Draftsmen or Architect proper. Some possible fields of concentration: Residential, Industrial, Commercial.

Unit 2 Job Simulation

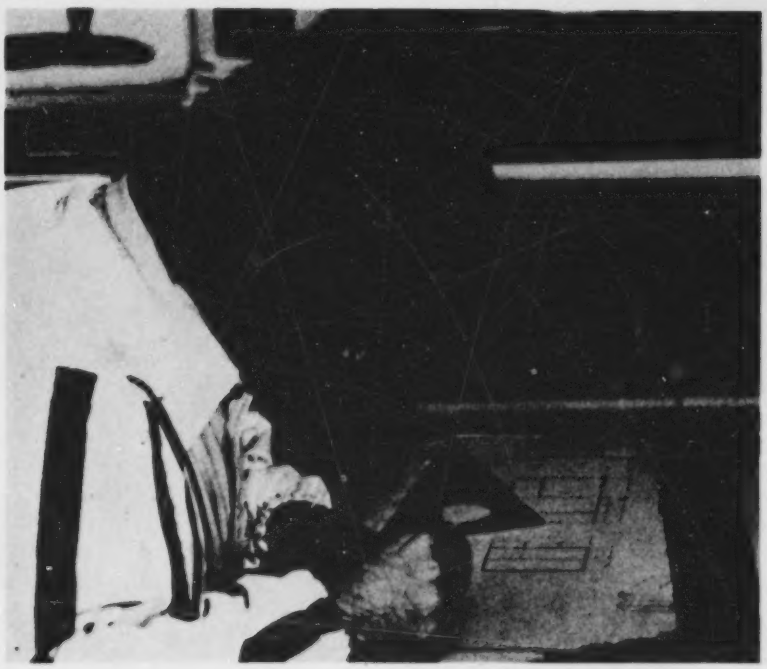
Objectives #5, 6

Time line: 2 days

Activity #1. Teacher displays and describes the function of each of the following drafting instruments:

A. Drawing Pencils-2H, 4H, HB, F
b. Sanding Pad
c. T-Square
d. 30°-60° Triangle
e. Scale
f. Erasers
g. Erasing Shield
h. Dust Brush
i. Masking Tape
j. Compasses
k. Dividers
l. Isometric Templates

Activity #2. The teacher will show the students how to set up a board with instruments and paper necessary for isometric drawing.



Activity #3. The teacher will demonstrate to the students the process of isometric projection through a step by step construction on the board and ask the students to follow through on their own.

Activity #4. The teacher will then hand out a booklet containing the isometric drawing which the student will reproduce at his own pace.

Unit 3 Final Examination and Evaluation

Objectives #7, 8

Time line: 5 to 7 days

Activity #1. As a final examination, the student will choose an object to render, (subject to approval by the instructor), which should be chosen to utilize all the student's present drafting skills.

Activity #2. A final evaluation of all the students drawings will be conducted by both student and teacher on the final day of the cycle. His/her interests and abilities can then be examined and assessed.

D. RESOURCES

Films
McGraw Hill: Shop Procedures (17 minutes);
The Language of Drawing (10 minutes)

Filmstrip
Occupations and Opportunities in Drafting (13 minutes) McGraw Hill

E. BIBLIOGRAPHY

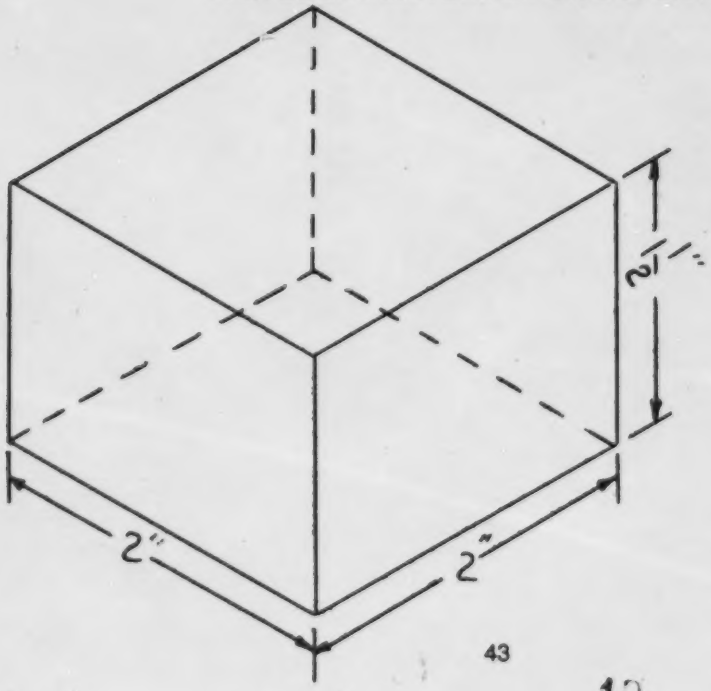
The Fundamentals of Engineering Drawing and Graphic Technology, Third Edition, French and Vierck, McGraw Hill Book Bo., Inc., N.Y., N.Y., 1972

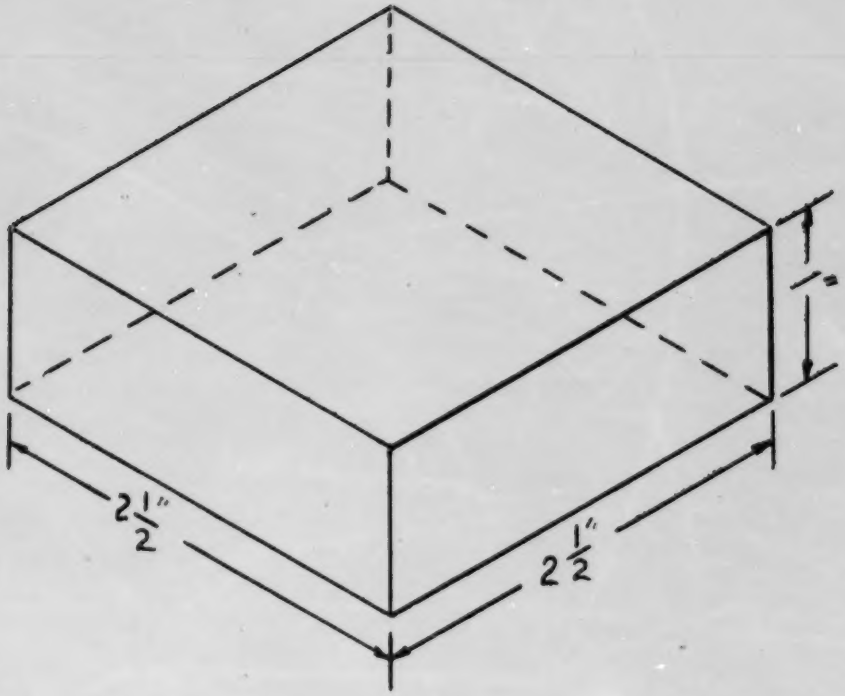
Mechanical Drawing, Seventh Edition, French and Svensen, McGraw Hill Book Co., Inc., N.Y., N.Y., 1972

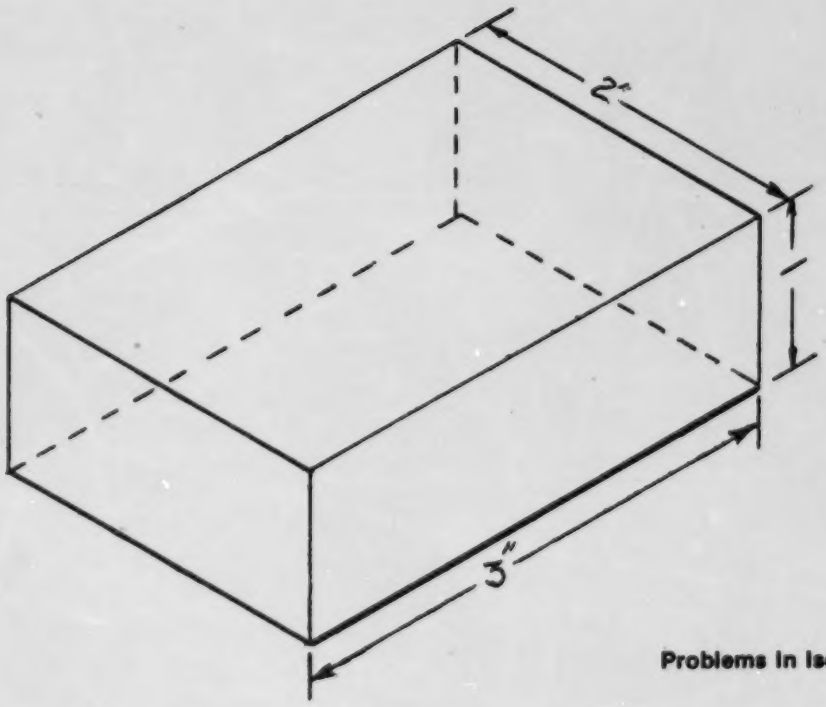
Basic Technical Drawing, Spencer and Dygdon, MacMillan Publishing Co., Inc., N.Y., N.Y., 1974

Basic Mechanical Drawing, Second Edition, Shaeffer and Spielman, Collier MacMillan Publishing Co., Inc., 1974

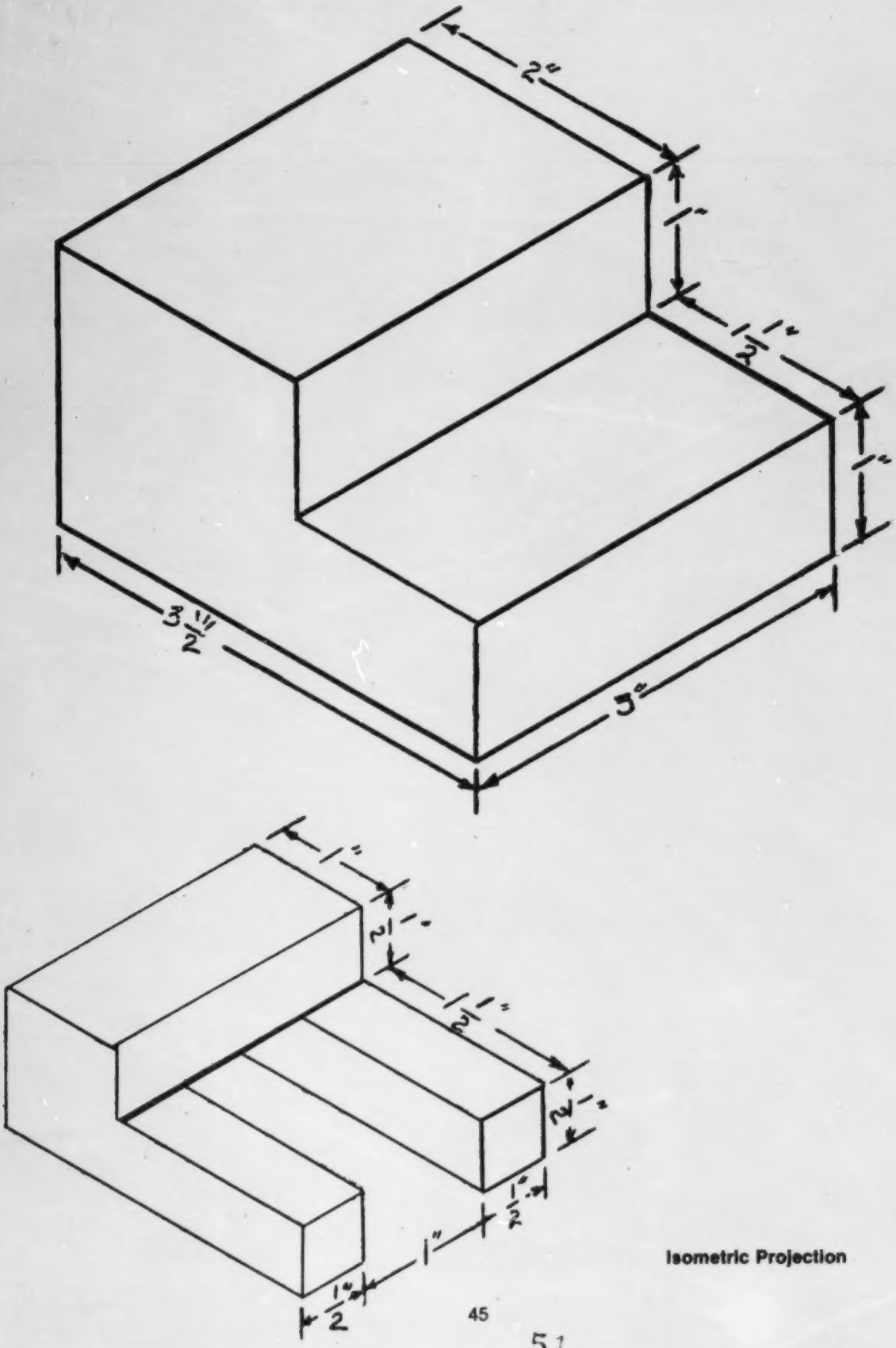
F. STUDENT MATERIAL FOR DUPLICATION



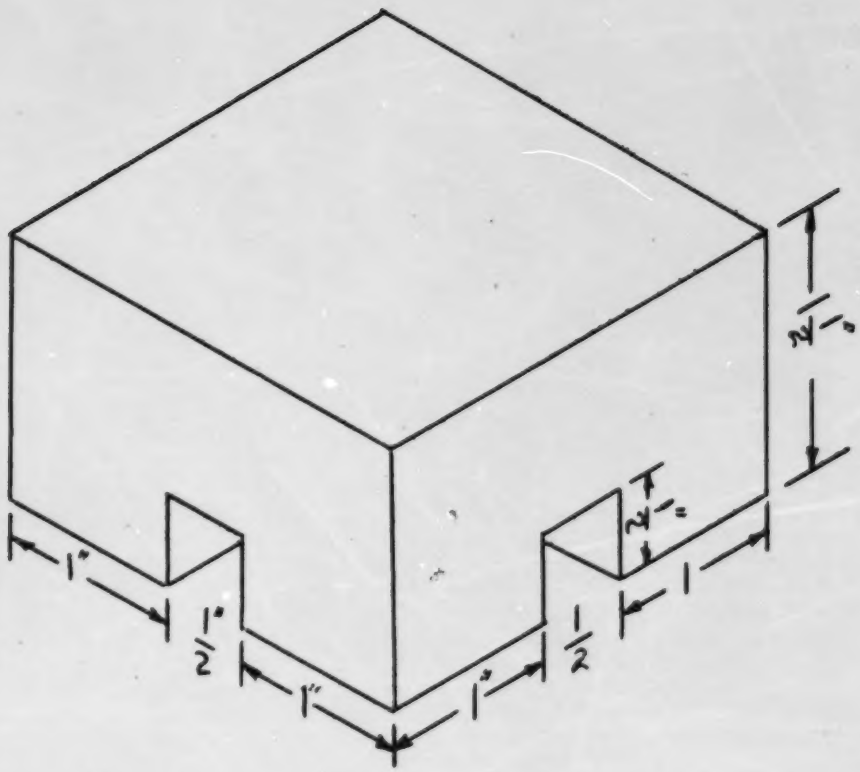




Problems in Isometric



Isometric Projection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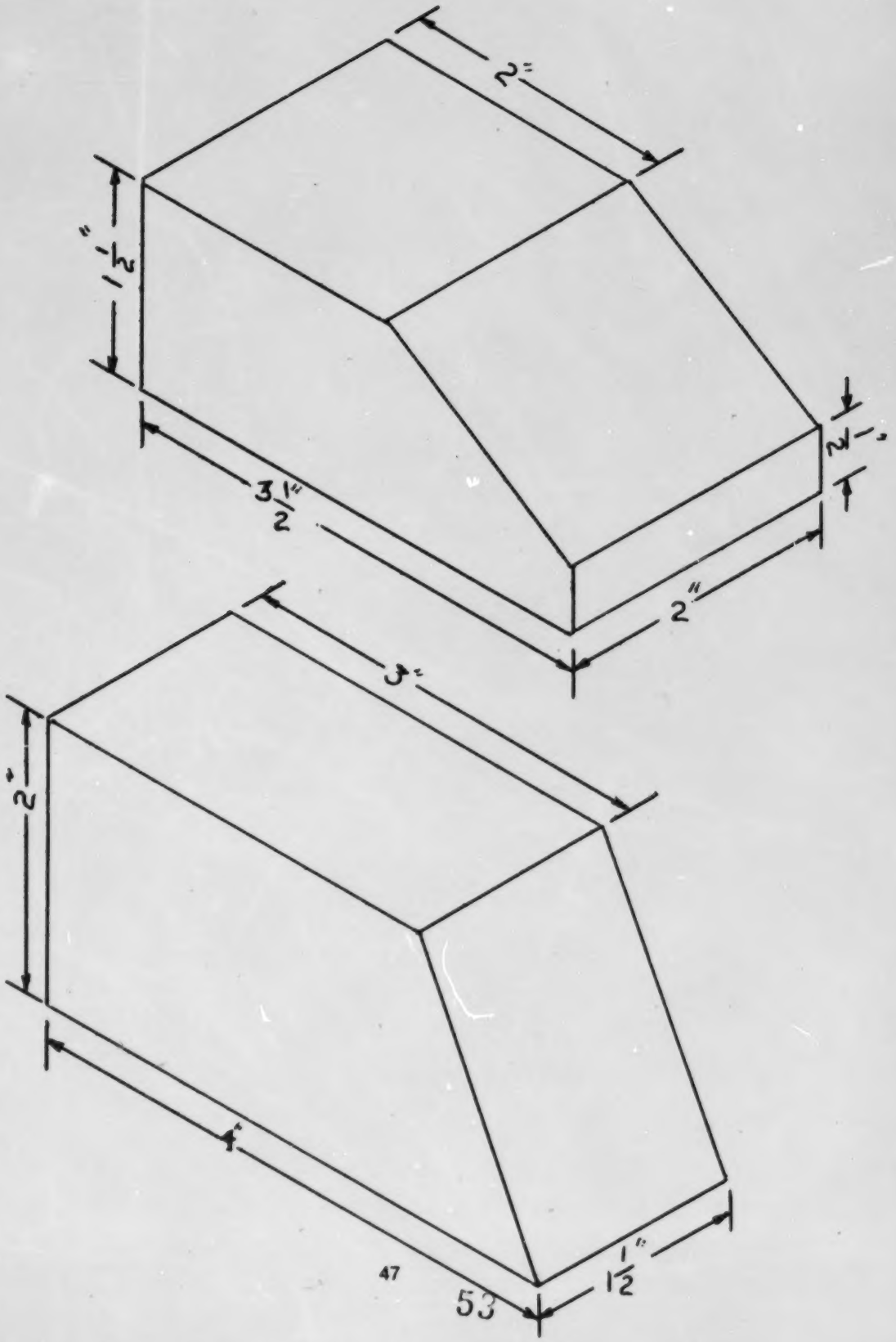

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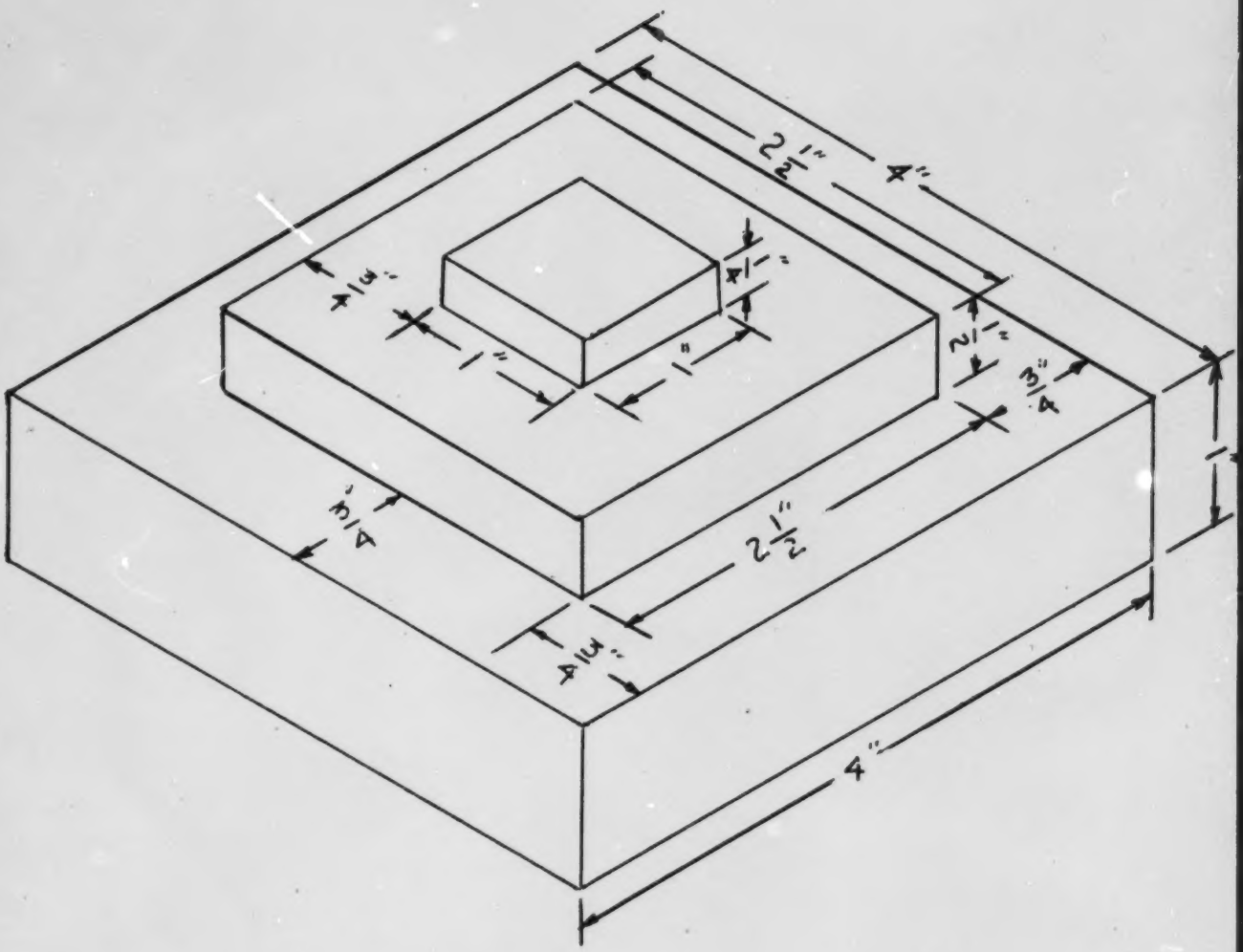
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GRAPHIC TECHNOLOGY

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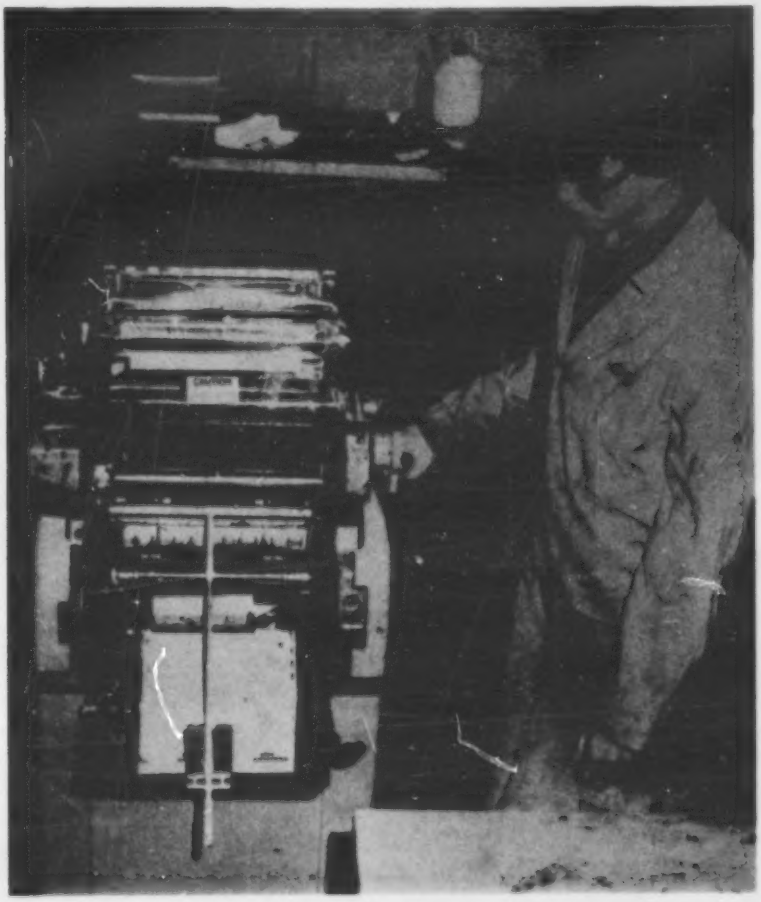

GRAPHIC TECHNOLOGY

by John DeHaan

This course of study may be taught without the student having experienced Graphics, which is included in the WORK-ED Curriculum Manual for Teachers in which the student is introduced to Graphic Arts. However, where staff permits, it is ideal if it follows the first course in which the student concentrates on various designs utilized in advertising. In Graphic Technology the student is exposed to the technical reproductive aspects of graphics and thus views the process of reproduction and gains a more comprehensive picture of this career field.

A. INTRODUCTION

In the world of work today, graphics job opportunities are increasing rapidly. The course content will therefore, cover Graphics as a possible profession. The student will be exposed to Graphics in both the small print shop and the larger newspaper plants in the area.

The course will also touch on areas such as Graphics Design, Art Related Graphics and processes used in the Graphics Industry.

During the course, each student will be exposed to many of the careers available in the Graphics area.

B. COURSE OBJECTIVES

1. The student will be able to list 10 careers in the Graphics Industry and the education necessary to enter a Graphics career.
2. The student will be able to follow the steps from start to finish involved in printing a small job. (Design, layout, preparation, press operation and maintenance of equipment.)
3. The student will be able to operate the basic machines necessary to complete a print job.
4. The student will become acquainted with two Graphics related industries in the local area.
5. The student will be able to properly utilize the vocabulary of Graphic Technology.

C. ACTIVITIES

Unit 1 Introduction and Exposure

Objective #1. The student will be able to list 10 careers in the Graphics Industry and the education necessary to enter a Graphics career.

Time line: 2 days

Activity #1. A brief course introduction by the teacher followed by pre-test.

Activity #2. The teacher and students discuss jobs, salaries, and necessary qualifications for a career in the Graphics Industry. The responsibilities and demand placed on the worker is discussed.

Activity #3. Teacher distributes "Careers in Graphics" worksheet and students record information about each career from the class discussion.

Unit 2 Printing Techniques

Objective #2. The student will be able to follow the steps from start to finish involved in printing a small job. (Design, layout, preparation, press operation and maintenance of equipment).

Time line: 8 days

Activity #1. The teacher conducts a lecture concerning layout and the use of tools used in layout. Using "press-on" letters, light table, line up sheet and plain white paper.

Activity #2. Using the information gained the previous day, the class is broken up into three groups. Each group completes the design and layout of their own memo pad or stationery using the proper tools and equipment.

Activity #3. The teacher discusses the profession of the Plate Maker with the students. Each group begins a plate of stationery or memo pad.

Activity #4. The groups complete their plates. Individual help will be given to all students.

Activity #5. Lecture on offset press safety, inks, basic principles, solution, adjustments, paper adjustments, feed controls, clean up and maintenance.

Activity #6. Students in the first group run a job through the press while other groups look for mistakes and record operational procedure.

Activity #7. Students in the remaining groups run their jobs while the first group gets their work ready for padding.

Activity #8. The teacher demonstrates the technique of padding. Students pad their projects and finish any necessary press operation.

Unit 3 Graphics In The Local Area

Objective #4. The students will become acquainted with two Graphics-related industries in the local area.

Time line: 5 days

Activity #1. Film: Printing Through the Ages. After film, discussion of recent improvements in the field of printing.

Activity #2. Field trip to a local small printer. Points of importance are presented by the owner of the shop, including experience needed, type of work done, salaries, and the capital necessary to start one's own shop, as well as availability of work.

Activity #4. Field trip to a local but large printing firm that does a large volume of business, prints in the hundreds of thousands of copy and employs personnel in all of the fields involved in graphics.

Activity #5. Discussion: Students compare a large printing operation to a small one, including experience needed, jobs, benefits, salaries, etc.

Unit 4 Printing Language

Objective #5. The student will be able to use trade vocabulary properly.

Time line: 2 days

Activity #1. Students receive a worksheet entitled, "Glossary of Terms". The teacher reviews each word and definition with the students.

Activity #2. Students are quizzed on the meaning of structural terms relating to printing.

D. RESOURCES

Films

1. Subject: Graphic Arts
   Title: Newspaper Story (end edition)
   Source: Warren County Film Catalog
   Address: Belvidere, N.J.
   Rental: Free to Warren County
   Length: 27 Minutes

2. Subject: Graphic Arts
   Title: Printing Through the Ages
   Source: Warren County Film Catalog
   Address: Belvidere, N.J.
   Rental: Free to Warren County
   Length: 14 Minutes

The above films may be purchased, rented or borrowed through printing locals and/or state educational agencies.

Sources for Free Pamphlets and Brochures:

Display for Learning - Marjorie East, Dryden Press (Holt, Reinhart and Winston). New York, 1972.
Graphics Handbook - Ken Garland, Reinhold Publishing Corporation, New York, 1966.
Graphic Science - Graphic Science, 9 Maiden Lane, New York, N.Y.
Reproduction Methods for Business and Industry - NPD Corporation, 33 W. 60th St., New York, N.Y. (Monthly journal)
Simplified Techniques for Preparing Visual Instructional Materials - Ed Minor, McGraw Hill Book Company, New York, 1962
Arthur Brown and Bros. Inc., 2 W. 46th Street, New York, N.Y. (Instant Lettering)
Chart-Pak, Inc., Leeds, Mass. (Deca-dry)
Graphic Products Corp., P.O. Box 94, Arlington Heights, Ill. (Formatt)
Instantype, Inc., Los Angeles, Cal. (Instantype)
Prestype Corp., 136 W. 21st Street, New York, N.Y. (Prestype)
The Ticket and Tablet Co., 1021 E. Adams St., Chicago, Ill.
Stik-a-Letter Co., Route 2, Box 286, Escondido, Cal.
The Holes-Webway Co., St. Cloud, Minn.
Wood-Segan Instrument Co., Nutley, N.J. (Wrico)
Keuffel & Esser Co., 300 Adams St., Hoboken, N.J. (Leroy)
Letterguide C., Box 99, Lincoln, Nebraska
Varigraph Co., 841 W. Lakeside St., Madison, Wisc.

GRAPHICS PRE-POST TEST

1. List five careers in the Graphics area.

2. Multiple choice:

1. Letterpress	a. (layout, copy, lettering, etc. (mounted into position on mounting (board or drawing paper ready for (camera.
2. Master	b. (original material made for the (purpose of reproducing additional (copies.
3. Paste-up	c. (abbreviation for Logotype which (pertains to the design of trade-mark (of an organization or firm.
4. Logo	d. (process of printing directly from (an inked, raised surface, metal (plate or master.

3. List four safety precautions to be followed in the Graphics Shop

4. Multiple choice:

1. Offset duplicating	a. (a piece of illustrative or printed (matter to be produced or laminated.
2. Original	b. (materials which will not transmit (light, non-transparent or non- (translucent.
3. Opaque	c. (a process in which an image is first (transferred to an intermediate surface (and then to a receiving sheet.
4. Paste-up Letters	d. (an inexpensive wood pulp for making (quick drawings and work not demanding (permanence. Available in sheets or rolls.
5. Newsprint	e. (letter printed on paper, cardboard (or thin plastic which may be put together to (form words and headings for use on (a paste-up.

E. BIBLIOGRAPHY

Darvey E. Carlsen., *Graphic Arts*, Bennett Books, 809 W. Detweiller Drive, Peoria, Illinois 61614

Ralph & Edwin Polk., *The Practice of Printing*, Bennett Books, 809 W. Detweiller Drive, Peoria, Illinois 61614

Ralph and Edwin Polk., *Elementary Printing Job Sheets*, Bennett Books, 809 W. Detweiller Drive, Peoria, Illinois 61614

Ralph and Edwin Polk., *Elementary Platen Presswork*, Bennett Books, 809 W. Detweiller Drive, Peoria, Illinois 61614

F. STUDENT MATERIAL FOR DUPLICATION

"Careers in Graphics"

1. Press Operator
2. Layout Man
3. Clerical
4. Camera Operator
5. Dark Room Personnel
6. Design and Layout Personnel
7. Supply Clerk
8. Padding and Packaging Man
9. Shipping Personnel

GLOSSARY OF TERMS

LeRoy Lettering Pen - a free-hand lettering pen with a special socket holder for mechanical scriber india ink lettering pens.
Letterpress - The process of printing directly from an inked, raised surface, metal plate, or master.
Logo - Abbreviation for Logotype, which pertains to the design or trademark of an institution, organization, firm or product.
Masking tape - An all-purpose crape finish tape. Adheres with just slight pressure. Water-repellent back.
Master - Original material made for the purpose of reproducing additional copies.
Metal T Square - T-shaped ruler for drawing parallel lines. Blade is made of flexible stainless steel.
Molded Plastic Letter - Molded plastic display letter with sanded, adhesive, plain, or pin back. Assorted colors, sizes, and styles available.
Newsprint Paper - An inexpensive wood-pulp for making quick drawings and work not demanding permanence. Available in sheets and roles.
Offset Duplicating - A term used to denote a duplicating process in which an image is first transferred to an intermediate surface and thence to a receiving sheet.
Opaque - Materials which will not transmit light; non-transparent or non-translucent.
Original - The piece of illustrative or printed matter to be reproduced or laminated.
Paper Adhesive - backed letter - diecut paper display letter with a pressure-sensitive adhesive back that will adhere to most clean surfaces. Assorted styles, sizes, and colors available.
Paper Cutter - A device used to cut and trim paper to required dimensions.
Paper Letter - Die-cut paper letter; can be attached to a surface with rubber cement, dry mounting tissue, adhesive backed (two sides) paper tabs, etc.
Paste-up - Layout, copy lettering, etc., mounted into position on mounting board or drawing paper ready for camera.
Paste-up Letters - Letter printed on paper, cardboard, or thin plastic which may be put together to form words and heading for use on a paste-up.
Rubber Cement, regular - A transparent liquid adhesive made from specially treated rubber, blended to a formula best suited for joining various types of materials together.
Varityper Typewriter - A typing machine which is capable of using a wide variety of type faces. In addition, copy can be justified on this machine.

MATH CAREERS

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MATH CAREERS

by Beatrice Stem

A. INTRODUCTION

There is not a single career which does not require the use of some area of mathematics. Due to the limits of course duration, only one phase of the math-related careers was chosen for this cycle. Since many of the students will find their first jobs in selling goods to the public, an in-depth study in the field of retailing is a useful tool for the students immediate future. All students will continually come into contact with the retail world; an awareness of the processes involved will aid the student in his position on either side of the check-out counter.

B. COURSE OBJECTIVES

1. The students will be able to list and be able to differentiate the 6 types of goods sold in retail businesses.
2. Students will be able to calculate extended prices for goods being bought as well as any applicable sales tax.
3. Students will be able to calculate credit and determine whether the customer owes money or requires a refund.
4. Students will be able to prepare sales slips and credit slips for stated problems.
5. Students will be able to make change giving as few coins and bills as possible.
6. Students will be able to "checkout" a register at the end of the day.

C. ACTIVITIES

Unit 1 Retailing-Selling

Objective #1. Students will be able to list and explain the 6 types of goods sold in retail businesses.

Time line: 1 day

Activity #1. Explain objectives of course - hand out dittoed books, sales books, and credit books.

Activity #2. A pre-test is administered to the students incorporating problems that will be covered in the 15 days of the cycle.

Activity #3. Discussion of goods sold in retail businesses. Many types of goods are sold. The 6 types of goods are the following:

1. Impulse goods
2. Convenience goods
3. Staple goods
4. Fashion goods
5. Major shopping goods
6. Leader goods

Students discuss and identify members of the 6 groups.

Unit 2 Mathematical Calculations

Objective #2. Students will be able to calculate extended prices for goods being bought as well as any applicable sales tax.

Time line: 2 days

Activity #1. Students are given sample products and quantities, and calculate extended prices.

Activity #2. The class discusses sales tax, including specific guidelines of the sales tax within their own state.

Activity #3. The teacher indicates the arithmetic steps necessary to express percents as decimals.

Activity #4. Rounding money to the nearest cent is discussed by the teacher and students.

Activity #5. Students calculate answers to problems concerning products, quantities, and sales tax variables.

Unit 3 Credit

Objective #3. Students will be able to calculate credit and determine whether the customer owes money or requires a refund.

Time line: 2 days

Activity #1. Students compute problems in which the credit is less than the new purchase and in which the customer owes money.

Activity #2. Students compute problems in which the credit is more than the new purchase and in which the customer receives a refund. (see part F, no. 2)

Unit 4 Slips

Objective #4. Students will be able to prepare sales slips and credit slips for simulated transactions.

Time line: 3 days

Activity #1. The procedure for filling out a sales slip is taught to students. Teacher fills in spaces on a transparency while students do the same in their sales books (see part F. no. 3).

Activity #2. Students calculate extended prices and sales tax (if applicable).

Activity #3. Students write out actual sales slips for each simulated problem.

Activity #4. The procedure for filling out credit slips is taught to the class. The teacher fills in spaces on a transparency while students do the same in their credit books

Activity #5. Students calculate prices and sales tax (if applicable).

Activity #6. Students will write out actual credit slips for each simulated problem.

Unit 5 Making Change

Objective #5. Students will be able to make change giving as few coins and bills as possible.

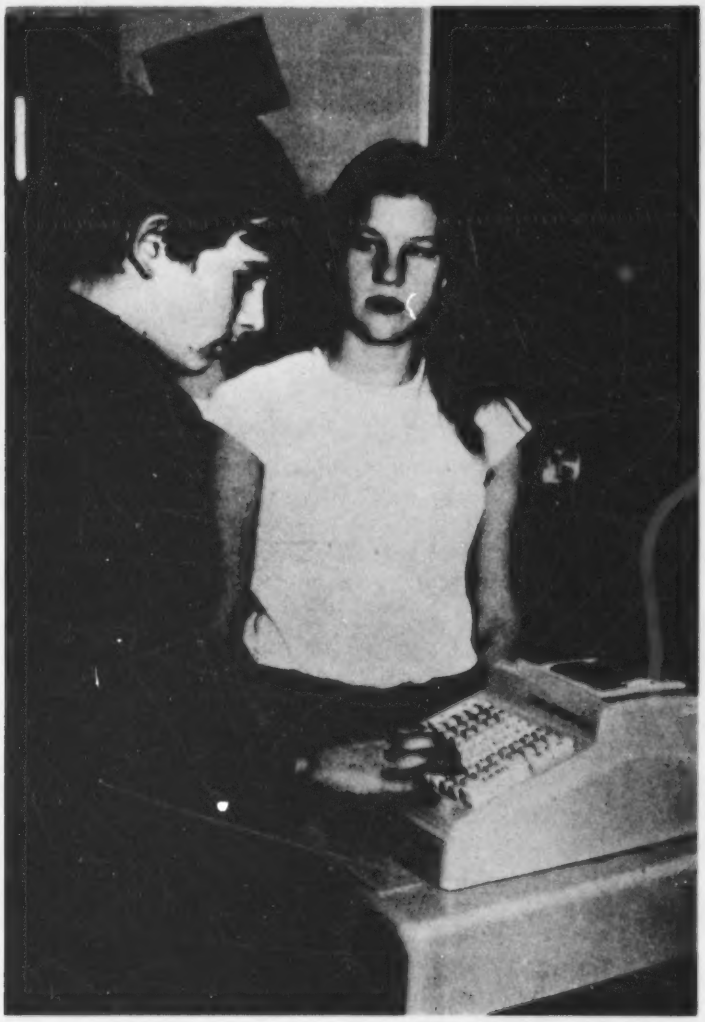
Time line: 3 days

Activity #1. The role of the cashier, who has the responsibility of collecting money and giving the correct change to the customer, is discussed by the class.

Activity #2. Students practice with a problem by calculating the amount given them by the customer, the price of the item and the change to be returned to the customer. Students list the least amount of coins and bills to be given as change. (see part F, no. 4).

Activity #3. Students calculate problems on paper, following the example format (see part F, no. 5 & 6).

Activity #4. Students work with an actual cash register, ringing up sales and giving change.



Unit 6 Checking Cash Receipts

Objective #6. Students will be able to "check out" a register at the end of the day.

Time line: 4 days

Activity #1. Students are taught the basic responsibilities of a cashier.

a. Amount of money in register at the start of each day.
b. Amount of money received during the day.
c. Amount of money paid to customers for returns or coupons.
d. The importance of balancing credits and debits at the end of the day.

Activity #2. The class works out an example problem including the following steps: calculating the total amount of coins and bills in register, checking this with information from register tape, and determining any overage, shortage or if the amounts balance. (see part F, no. 6).

Activity #3. Students calculate several problems similar to the above example.

Activity #4. A field trip to a local business is scheduled at this point. The store manager allows the students to spend time with a cashier and stresses the importance of accuracy in the retailing business.

Activity #5. A post test incorporating problems covered in the 15 days is administered to the students, corrected and returned to them.

D. RESOURCES

Workbooks

1. *Mathematics for Today,* Oxford Book Company, Inc., New York, 1975. $5.95
2. *Laboratory Experiences for Essentials of Mathematics: Skills and Concepts,* Ginn and Company, Boston, Mass., 1969. $5.95
3. A book of consumable sales slips and credit slips which may be purchased at most office supply companies @ $.50 per 100 or duplicated by the teacher as illustrated in Section F.

E. BIBLIOGRAPHY

Adams, L.J., McNelly, A.E., and Olson, Milton C. *Business and Consumer Arithmetic.* Englewood Cliffs, N.J.: Prentice-Hall, Inc. 1964.

Huffman, Harry M. Twiss, Ruth M., and Williams, Harold H. *Math for Business Careers.* New York: McGraw-Hill Book Company, 1975.

Secondary Study Skills Course C. Cherry Hill, N.J.: District Instructional Council, 1975 and 1976.

F. STUDENT MATERIAL FOR DUPLICATION

1.Chart listed in Unit 1 entitled "Types of Goods".

1. IMPULSE GOODS
2. CONVENIENCE GOODS
3. STAPLE GOODS
4. FASHION GOODS
5. MAJOR SHOPPING GOODS
6. LEADER GOODS

2. Credit Memorandum

Credit Memorandum

No. _____

FROM _____

_____ DATE _____

_____ YOUR ORDER No. _____

TO _____ OUR INVOICE No. _____

_____ AUTHORIZED BY _____

_____ SALESMAN _____

AS DETAILED BELOW YOUR ACCOUNT HAS BEEN CREDITED AS FOLLOWS

	TOTAL

Form 3415

Date _____ 19 ___	
M _____	
No. _____	
Reg. No. Clerk	ACCOUNT FORWARD
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
Your Account stated to Date — If Error is Found Return at Once.	
0035	

3. Sales Slip

4. Making Change - Utilizing minimum amount of bills and coins.

	A		B		C		D		E		F	
Cost of Items Purchased (not taxable)	$1.83 2.44 .85 .39 1.09		$.86 1.47 3.37 .49		$2.46 1.87 .69 .89 1.39		$.66 .84 .98 1.29		$4.25 1.34 .86		$2.45 1.86 2.57 1.69 .84	
Amount of Sale	$6.60											
Money Rec'd	$10.00		$10.00		$10.00		$5.00		$10.00		$20.01	
Change	# of	Total Value	# of	Total Value	# of	Total Value	# of	Total Value	# of	Total Value	# of	Total Value
Pennies												
Nickels	1	.05										
Dimes	1	.10										
Quarters	1	.25										
$1	3	3.00										
$5												
$10												
Total Change		$3.40										

5. Making change - Where cashier must look at a price list to find the cost of the items, then find the total bill and the change.

FOOD MARKET (non-taxable items)

Fruits and Vegetables

Tomatoes	$ .59	lb.
Lettuce	.42	head
Potatoes	.59	bag (5 lb)
Cantaloupe	.43	each

Groceries

Tomato Juice	.45	(32 oz)
Olive Oil	.39	(8 oz)
Tea Bags	1.18	(100 bags)
Butter	.85	(1 lb)

Meats

Roast Beef	1.45	lb
Boiled Ham	1.98	lb
Bacon	.92	lb
Liverwurst	.54	lb
Chuck Steak	.92	lb

ITEMS	*Unit Price*	*Price*
2 lb Tomatoes	.59	1.18
1 Cantaloupe	.43	.43
1 pkg Tea Bags	1.18	1.18
2 lb. Boiled Ham	1.98	3.96
Total		6.75

Change from $10.00 _____

1 quarter, 3 $1.00 bills

6. Register "Check-Out"

Amount of money in register at time of checking out

Kind of Money	Number	Value
Pennies	34	
Nickels	104	
Dimes	200	
Quarters	40	
$1	30	
$5	7	
$10	9	
$20	5	
Money in Register		$

Information from register tape

Money to start	$50.00
+ Money received	327.48
Total	
- Money paid out	86.94
Money that should be in register	

_____ Shortage $ _____

_____ Overage $ _____

_____ Exact Balance _____

CAREERS IN MUSIC

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CAREERS IN MUSIC

by Nicholas Witte

A. INTRODUCTION

While it is generally assumed that students are aware of the possiblities for music careers, most students do not know that music careers involve much more than the traditionally accepted careers of performer, teacher or composer.

It is the purpose of this course to introduce students to the wide variety of occupations available in music and its related fields. A further objective of this course is to enable the student to identify any qualifications he/she may need to pursue a career in this area.

B. COURSE OBJECTIVES

1. The student will identify at least half of the 40 career possibilities in music and related fields presented in this unit.
2. The student will be able to group music careers into the following categories: Recording/Broadcasting, Films, Performance, Composing, Publishing/Journalism, Manufacturing/Merchandising, and Music Education.
3. Students will be able to describe the talent and training required to enter 10 music-related careers.
4. Students will be able to list and describe at least 10 locations in the immediate environs where music plays an important role.
5. Students will be able to describe in detail one music-related career, including its responsibilities, limitations, positive and negative aspects.

C. ACTIVITIES

Unit 1 Identification of Music Careers

Objective #1. The student will identify 20 of the 40 career possibilities, in the music and related fields presented in this unit.

Objective #2. The student will be able to group music careers into the following categories: (Recording/Broadcasting, Film, performance, composing, publishing/journalism, manufacturing/merchandising and music education.)

Time line: 3 days

Activity #1. The teacher will give the students a brief overview of the course objectives and administer the pre test. (see Student Material for Duplication)

Activity #2. Teacher shows film "Careers in Music" (see Resources).

Activity #3. Teacher and students discuss information and ideas developed by film.

Activity #4. Teacher distributes information sheets entitled "Careers in Music" (see page 68, Student Material for Duplication).

Activity #5. Teacher and students exchange ideas about the 7 career categories presented in the "Careers in Music" sheet.

Unit 2 Talent and Training

Objective #3. Students will be able to describe the talent and training required to enter 10 music-related careers.

Time line: 3 days

Activity #1. Students are asked to list 10 music-related careers from memory.

Activity #2. Students are asked to form small groups and discuss the talent and training qualifications they believe would be necessary in order to pursue each career on their lists. They are encouraged to discuss their views with other members of the small group.

Activity #3. The teacher distributes an information sheet, "Talent & Training", to the students. In the ensuing discussion, the relative accuracy of the students' conjectures is explored.

Unit 3 Music Is Everywhere

Objective #4. Students will be able to list and describe at least 10 locations in the immediate environs where music plays an important role.

Time line: 5 days

Activity #1. Using the worksheet "Careers In Music", students are asked to list ten musical careers that they find interesting.

Activity #2. The class discusses which careers they could view in action (e.g. a local radio station, church, retail music store, etc.) and potential field trips are planned.

Activity #3. The teacher arranges field trips to visit as many of the suggested locations as possible.

Activity #4. A guest speaker or speakers from one or more of these career areas will address the class.

Unit 4 In-Depth Study

Objective #5. Students will be able to describe in depth one music-related career, including its responsibilities, limitations, positive and negative aspects.

Time line: 4 days

Activity #1. Students are asked to select one of the careers listed in "Talent & Training" that interests them most. Students research this career and write a short synopsis of the positive and negative aspects of this career.

Activity #2. Students are asked to simulate a person who is in the career they have selected, and to fictionalize a working day in the person's life.

Activity #3. Post Test.

D. RESOURCES

Careers in Music. MENC Publications Sales, 1920 Association Drive, Reston, Va. 22091 20 copies-$1.00

Careers in Music. (film) MENC Publication Sales, 1920 Association Drive, Reston, Va. 22091

Exploring Music Careers. $1.30

E. BIBLIOGRAPHY

Career Education: What It Is and How To Do It, Kenneth B. Hoyt, et al, Second edition, Salt Lake City, Olympus Publishing Company, 1974

A Career in Music Education, Washington, D.C. Music Educators National Conference, 1971 Brochure.

Careers and Opportunities in Music, Jacob I. Biegelsisen, New York: E.P. Dutton & Company, Inc., 1969.

Careers in Music, Mary Val Marsh, Carroll A. Rinehart, Edith J. Savage. New York: MacMillan Publishing Company, 1975.

Careers and Music, Music Educators Journal, Vol. 63. No. 7.

Careers in Music, American Music Conference, 150 East Huron, Chicago, 60611. $1.00

Music Educators Journal, MENC Publication Sales, 1920 Association Drive, Reston, Va. 22091. $1.50 per issue.

Career Education: A Dissertation Index, University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan, 48106. $6.00

The following are available from:

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Career Guidance in the Arts and the Humanities. $2.60
391 Ways to Explore Arts and Humanities Careers in the Community. $2.40

F. STUDENT MATERIAL FOR DUPLICATION

"CAREERS IN MUSIC"

(used in Unit 1, Activity #3)

Performance careers
Classical Music Instrumentalist
Classical Music Vocalist
Conductor
Church Musician
Studio Musician
Actor/Singer
Pop/Rock/Jazz instrumentalist
Pop/Rock/Jazz Vocalist

Composing and Arranging Careers
Classical Composer
Popular music composer
Pop/Jazz arranger
Educational Music composer
Advertisement industry composer

Broadcasting/Recording/Film Careers
TV Music Director
TV Music Producer
Record Producer
A&R Director
Recording Engineer
Disc Jockey
Film Music Editor

Publishing and Journalism Careers
Music Editor
Music Publisher
Magazine/Book Editor
Music Critic
Freelance Music Writer

Music Education Careers
Elementary/Secondary/College Teacher
(Preschool elementary school general music teacher, band, orchestra and chorus at above levels, senior high general music specialist, music literature, music theory humanities, music lab specialist (piano lab, guitar, electronic lab).
Studio/Private music teacher

Manufacturing and Merchandising
Instrument Designer
Instrument Craftsman
Instrument Sales Representative
Retail Music Store Manager/Salesperson

More Music Careers
Instrument Repair
Piano tuneing and repair
Organ building and tuneing and repair
Music Therapist
Music Theatre Director
Musicologist
Ethnomusicologist
Music Librarian
Music Business Attorney
Community Art Manager

"TALENT & TRAINING"

(Used in Unit 2, Activity 3)

Conductor
Includes a wide variety of activities, orchestra, choral, ballet, music theatre, educational institutions, etc. Involves a mix of work (teaching, writing, solo performance, guest appearances. Requirements: solid music education including theory, history, instrumental techniques, leadership abilities, musical creativity.

Classical Musician
A high level of training is a necessity plus a life of dedication to musical achievements. A college degree helps but is not essential.

Studio Musician
Solid Musical training on an instrument and the ability to adapt to any style of playing. Two areas of work, TV and recording.

Actor/Singer Entertainer
Training usually thru private teachers and self instruction. Some university is possible. No steady work is available. Only 3%-4% are able to make a living.

Pop/Rock/Jazz
Solid music background plus experience in the style of music. Work is difficult to obtain on a steady basis. Salaries are usually low.

Church Musician
Responsible for administering a church music program. Should have an interest in the church, ability to work with people, skill in choir directing at all age levels, be able to play the organ. Some full time work is available but most is part time.

Composer (Classic)
Writes music for artistic purposes, must be highly trained in music skills and dedicated to the development of music as an art.

Composer (Pop/Rock)
A writer of commercially usuable music. A complete knowledge of all types of music is essential. Complete mastery of compositional skills is necessary.

Advertising Music Composer
A career in advertising music is possible either as a free lance writer or as a staff arranger/composer. A complete knowledge of composition, arranging, orchestrating and the ability to write in any style is required.

Educational Music
Some composers use their skills to write music for educational purposes (Chorus, concert band, marching band, elementary music publications etc.) Skill in composition and arranging plus a knowledge of educational needs is essential.

TV Music Director
Conductor, composer, orchestrator and often instrumentalist who is responsible for the music portion of a live or taped TV program.

TV Music Producer
Produces classical music programs on TV (Opera, symphonies, ballet, etc.) negotiates with stage and media production crews, musicians, engineers etc. Must have a music background plus a knowledge of business and law, organizational and managerial abilities.

Record Producer
Responsible for the entire production of a record. Must choose the material, performers, arrangers, composer, technicians, recording studio, publicity etc. Preparation can be attained at some schools and colleges. A solid music background is required.

A & R Director
The person in a record company who is responsible for bringing together the right music and artists to achieve a hit. Managerial skills, knowledge of musical tastes, methods of marketing are required.

Recording Engineer
A technician responsible for the many phases of a recording situation: studio setup, tape machine operation, inventory control, scheduling of artists. Knowledge of music, accoustics, electronics, marketing, studio techniques are necessary.

Disc Jockey
Responsibilities are varied: picks his own music, writes his own material, runs electronic board etc. Jobs are gained thru use of an "air check" plus a resume.

Film Music Editor
Person who assists the composer in putting his music on the film sound track. Courses are given in some colleges. Jobs are gained by working up thru the ranks.

Music Therapist
A music specialist who uses music as a therapeutic tool in treating human disabilities. A Music therapist must be a competent musician plus a person who understands the fundamentals of clinical procedures. An Educational Degree from a college or university is required.

Musicologist
Music historian. An academic training in language, history, aesthetics and a solid music background are necessary. Most jobs are at colleges and universities.

Ethnomusicologist
An academic field that concerns itself with translating the musical language of a foreign culture (this means music outside of the Euro-American tradition).

Music Librarian
A masters degree is required along with a broad knowledge of music plus skill with research and reference methods.

Music Theatre Director
A complex job that covers all aspects of a theatrical production. (Choreography, costume, lighting, sound, set design and music.)

Music Autographer/Engraver
A highly skilled job that requires expert knowledge of music theory, music notation, arranging, editing.

Music Editor
Responsible for selection of material to be published. Must have a knowledge of all phases of music and be able to judge what will sell on todays competitive market.

Music Publisher
A broad knowledge of music and the arts, knowledge of business, accounting and law is required. Publishing involves identification of works, publishing, promotion and distribution.

Magazine/Book Editor
Mostly a journalistic job. The requirements are the same as for any journalistic job: copy editing, headline writing, reporting etc.

Music Critic
Basically a writing job with all the requirements of a good newspaper reporter. A solid music background plus the ability to write are necessary.

Instrument designer
A highly selective field concerned with the improving of already existing instruments.

Instrument craftsman
A person who builds instruments. An ability to read blueprints and work with precision measuring instruments plus a love of working with the hands or small mechanical devices is essential.

Instrument Sales Representative
A retail sales position which specializes in selling instruments to local stores, schools, bands etc. A background in music is helpful but not essential.

Retail Music Store Management
This work requires a knowledge of music plus business ability.

Instrument Repair
A highly skilled job that combines craftsmanship and musical sensitivity. This craft can be learned at Five Towns College, Merrick, New York.

Music Education
Most careers in this field are as a music education specialist in either vocal or instrumental music at elementary, junior high or senior high. A love of teaching plus mastery of music skills is essential.

PRE/POST TEST

1. A Music therapist must have a degree in Education.
2. A Music Critic must be a good newspaper reporter.
3. Music Theatre directors must know costume, lighting, choreography and set design as well as music.
4. A knowledge of music theory is not essential for a Music Engraver.
5. Many openings exist for TV music directors.
6. A complete mastery of composition, arranging and orchestrating is essential to a person that writes tunes for advertising purposes.
7. All jobs in music areas require musical skills.
8. An Ethnomusicologist studies the music of foreign cultures.
9. Most actor/singers are able to find full time employment.
10. Film music editors are also skilled musicians.

1. Pop/Jazz arranger
2. Film Music Editor
3. Music lab specialist
4. Music Critic
5. Music Editor
6. Instrument Designer
7. Conductor
8. A & R director
9. Instrument Craftsman
10. Educational Music Composer

a. Performance Careers
b. Composing and Arranging careers
c. Broadcasting/Recording/Film careers
d. Publishing and Journalism careers
e. Music Education careers
f. Manufacturing and Merchandising

1. Name four types of careers in Music Education.
2. Among his many other duties a _____ should be able to play the organ.
3. A composer for _____ must have a knack for writing short catchy tunes.
4. An instrument designer must be able to read _____ .
5. The _____ of a recording company must bring together a winning combination of music and performer.
6. Name four of the many requirements of a Recording Engineer.
7. A _____ degree is necessary to become a music librarian.
8. Most jobs for musicologists are found at _____ .
9. Only _____ % of Actor/Singers ever find full time employment.
10. An _____ is concerned with improving already existing instruments.